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ABSTRACT

This catalog is intended to make successful programs and practices available so that interested school districts may adapt and install their key elements. All programs were approved by program offices within their funding agencies and often by state education agencies. All were then carefully scrutinized for quality by the Joint Dissemination Review Panel of the Department of Health, Education, and Welfare. All programs demonstrated convincing evidence of effectiveness. Many programs are products of the National Diffusion Network. This annual catalog includes up-to-date information on all programs that were described in previous editions and over 30 additional programs. The appendix offers several listings of state coordinators of federally funded programs who may be able to assist local schools through technical assistance with new educational practices. (Author/LD)

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ED177740

Educational Programs That Work

A RESOURCE OF EXEMPLARY EDUCATIONAL PROGRAMS
APPROVED BY THE
JOINT DISSEMINATION REVIEW PANEL
EDUCATION DIVISION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Sixth Edition
Fall 1979

Prepared for the
United States Office of Education
Department of Health, Education, and Welfare
by
FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

EA 012 246

Educational Programs That Work was written by the staffs of the projects described, without whose full and willing cooperation the program outlines could not have been produced. However, the reader is cautioned that some errors may exist due to the limited time available for checking entries.

The help of the Michigan Capacity Building Project, Michigan State Facilitator, Michigan State Library Services, and ERIC Clearinghouse on Handicapped and Gifted Children in assigning ERIC descriptors to all of the projects is gratefully acknowledged.

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Introduction

The United States Office of Education is pleased to present this, the sixth edition of its annual catalog of exemplary educational programs. Current information on all of the programs described in previous editions and more than 30 new programs is included.

The term "exemplary" is conferred only after a project has been reviewed by the Joint Dissemination Review Panel of the Education Division, Department of Health, Education,and Welfare. This panel has responsibility for quality assurance, examining the evidence of both cognitive and affective evaluation presented by each project and judging its effectiveness. Positive endorsement by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. Programs that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. All programs that are validated after publication of this edition of *Educational Programs That Work* will be described in the next edition.*

The staff at the Office of Education are dedicated to helping local school districts, intermediate service agencies, state departments of education, and postsecondary institutions in their continuing efforts to improve educational opportunities and achievement for all.

Informing educators of successful programs and practices by means of this catalog is one approach to that end. And, in order to promote the transfer of successful programs from the development sites, the Office of Education, through the Division of Educational Replication, supports the National Diffusion Network. The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate improved practices into their own programs.

The NDN operates through two kinds of projects—Developer/Demonstrators and State Facilitators. Developer/Demonstrators (D/Ds) are exemplary projects that receive federal funds to provide training, materials, and technical assistance to those who adopt their programs. State Facilitators (one or more in every state) are the principal link between D/Ds and those seeking new programs. They help to identify suitable NDN programs and then assist with adoption, training, and operation. Many State Facilitators also help local school districts with other planning. A list of State Facilitators follows this introduction. They should be contacted for additional information on any project described in this catalog.

Approximately 140 of the projects described are Developer/Demonstrators. Several more are funded by USOE's Division of Follow Through and Bureau of Education for the Handicapped to provide dissemination and adoption services. Still others receive ESEA Title IV-C money for dissemination within their state, and adoption sites of many projects also provide assistance. The type of funding projects receive is stated in the Services Available section of each project description.

The state coordinators of several federally funded programs who can give technical assistance are listed in the appendix. Also included are the JDRP-approved projects that no longer offer extensive services to adopters.

Catalog indexes permit several ways of identifying the exemplary programs described: by ERIC descriptors**; by the state in which they are located; and alphabetically, by project name.

A major purpose of this catalog is to stimulate communication among the federal, state, intermediate, local, and postsecondary agencies that share responsibility for improvement of education through nationwide dissemination. The Office of Education encourages the broadest possible use of these successful programs.

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*For further information about the Joint Dissemination Review Panel, write to the Executive Secretary, Joint Dissemination Review Panel, U.S. Office of Education, Room 3616, ROB-3, 400 Maryland Ave., SW, Washington, DC 20202.

**ERIC (Educational Resources Information Center) descriptors have been assigned to all of the projects described in this catalog. The ERIC descriptor index is available on request from ED Materials/Support Center, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.

NATIONAL DIFFUSION NETWORK (NDN) STATE FACILITATORS

State Facilitators, located in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands, assist schools (both public and private) that are searching for ways to improve their programs. Readers of this catalog are encouraged to phone or visit the State Facilitator office within their state to learn more about available services and to request assistance in identifying programs that can meet their needs. State Facilitators can supply additional information on the exemplary programs described in this catalog, put educators directly in touch with project personnel for additional information, and help arrange for demonstrations, training, and follow-up assistance.*

ALABAMA

R. Meade Guy
Alabama Facilitator Project
Alabama Information and Development System (AIDS)
Alabama Department of Education
Room 347 -- State Office Building
Montgomery, Alabama 36130
(205) 832-3138

ALASKA

Betty Williams
Alaska State Facilitator Project
Alaska Department of Education
Pouch F, State Office Building
Juneau, Alaska 99811
(907) 465-2814 or 2815

ARIZONA

L. Leon Webb
Arizona State Facilitator
Educational Diffusion Systems, Inc.
161 East First Street
Mesa, Arizona 85201
(602) 969-4880

ARKANSAS

Sara Murphy
Arkansas State Facilitator Project
Arkansas Department of Education
Title IV-C Office, Arch Ford Building
State Capitol Mall
Little Rock, Arkansas 72201
(501) 370-5036

Mary B. Gunter
Arkansas State Facilitator Project
Region I
Boston Mount Cooperation
P.O. Drawer 248
Prairie Grove, Arkansas 72753
(501) 846-2206

Patrick Henry Flanagin
Arkansas State Facilitator Project
Region II
Marianna School District R&D Center
Route 2, Box 16C
Marianna, Arkansas 72360
(501) 295-5291

David Robinson
Region III
400 North Rock
Sheriden, Arkansas 72150
(501) 942-5433

CALIFORNIA

Ira Barkman or Ginna Lurton
California State Facilitator
State Department of Education
Exemplary Program Replication Unit
721 Capitol Mall
Sacramento, California 95814
(916) 322-6497

COLORADO

Duane C. Webb
Colorado State Facilitator
830 South Lincoln
Longmont, Colorado 80501
(303) 772-4420

CONNECTICUT

Carolyn McNally
Connecticut Facilitator Project (CFP)
AREA Cooperative Educational Service
800 Dixwell Avenue
New Haven, Connecticut 06511
(203) 562-9967

DELAWARE

Peter Bachmann or Wilmer E. Wise
Delaware Facilitator Project
Planning, Research & Evaluation Division
State Department of Public Instruction
John G. Townsend Building
Dover, Delaware 19901
(302) 678-4583

DISTRICT OF COLUMBIA

Susan Williams
District Facilitator Project
1101 15th Street, N.W.
Suite LL-70
Washington, DC 20005
(202) 331-1707

FLORIDA

Allan Scott
Florida Statewide Facilitator
PAEC
411 West Boulevard
Chipley, Florida 32428
(904) 638-4131

GEORGIA

India Lynn King or Mary Allison
Georgia Facilitator Center
226 Fair Hall
University of Georgia
Athens, Georgia 30602
(404) 542-3332

---

*Further information about the National Diffusion Network and State Facilitator strategies may be found in: NDN: A Success Story (LEA Associates, 80 S. Main St., Concord, NH 03301, $1.50 prepaid) and State Facilitator Profiles (Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103).

HAWAII

Kellett Min
Hawaii State Facilitator
Hawaii State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-3425

IDAHO

Ted L. Lindley
Idaho State Facilitator
Idaho State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720
(208) 384-2189

ILLINOIS

Shirley N. Menendez
Illinois Statewide Facilitator
1105 East Fifth Street
Metropolis, Illinois 62960
(618) 524-2664

INDIANA

Ted F. Newell
Indiana Facilitator Center
Logansport Community School Corp.
2829 George Street
Logansport, Indiana 46947
(219) 722-1754

IOWA

David C. Lidstrom
Iowa State Facilitator
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3111

KANSAS

James H. Connett
Kansas State Facilitator Project
KEDDS/LINK
1847 N. Chautauqua
Wichita, Kansas 67214
(316) 685-0271

KENTUCKY

John C. Padgett
Kentucky State Facilitator
State Department of Education
Capitol Plaza Tower Office Building
Frankfort, Kentucky 40601
(502) 564-4394

LOUISIANA

James R. Owens, Jr.
The Louisiana Facilitator Project
Louisiana State Department of Education
ESEA Title IV Bureau Office
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3375

MAINE

Robert G. Shafto
Maine Facilitator Center
P.O. Box 1391
Gardiner, Maine 04345
(207) 582-7211 or 7212

MARYLAND

Raymond H. Hartjen
Maryland Facilitator Project/Educational
Alternative Inc.
P.O. Box 265, Simms Landing Road
Port Tobacco, Maryland 20677
(301) 934-2992

MASSACHUSETTS

John Collins
Massachusetts State Facilitator
The NETWORK
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

MICHIGAN

Deborah Clemmons
Michigan State Facilitator
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-1806

Regional Supplemental Centers

William Banach
Macomb Regional Supplemental Center
44001 Garfield Road
Mt. Clemens, Michigan 48043
(313) 286-8800

Ron Berg
Cheboygan-Otsego-Presque Isle ISD
Basic Regional Supplemental Center
6065 Learning Lane
Indian River, Michigan 49749
(616) 238-9394

Harvey Ribbens
Kent Intermediate School District
Region 8 Supplemental Center
2650 East Beltline, S.E.
Grand Rapids, Michigan 49506
(616) 957-0250

Roy Butz
Oakland Intermediate School District
2100 Pontiac Lake Road
Pontiac, Michigan 48054
(313) 858-1940

Gerry Geik
Kalamazoo Valley Intermediate School District
Region 12 Supplemental Center
1819 E. Milham Road
Kalamazoo, Michigan 49002
(616) 381-4620 ext. 309

Shirley Goodman
Saginaw Intermediate School District
MERC (Mid-Eastern Regional Consortium)
6235 Gratiot Road
Saginaw, Michigan 48603
(517) 799-4733

Paul Kimball
Marquette-Alger Intermediate School District
Lighthouse Schools
427 W. College Avenue
Marquette, Michigan 49855
(906) 228-9400

(Michigan cont.)

Olga Moir
Wayne County Intermediate School District
Project VALUE
33500 Van Born Road
Wayne, Michigan 48184
(313) 326 9300

Shirley Rappaport
Bay-Arenac Intermediate School District
Region 6 Supplemental Center
4228 Two Mile Road
Bay City, Michigan 48706
(517) 686-4410

Sylvia Ruscett
Ottawa Intermediate School District
13565 Port Sheldon Road
Holland, Michigan 48423
(616) 399-6940 ext. 359

MINNESOTA

Gene Johnson or James Christianson
Northern and Central Minnesota State
Facilitator Project
524 North Third Street
Staples, Minnesota 56479
(218) 894-1930

Diane Lassman
Southeast Minnesota Facilitator Project
The EXCHANGE
166 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 376-5297

Richard L. Peterson
State Facilitator Project
ESCU Office
Southwest State University
Marshall, Minnesota 56258
(507) 537-1481

MISSISSIPPI

Jerome P. Brock
Mississippi Facilitator Project
Bankers Trust Plaza Building, Suite 1112
P.O. Box 1801
Jackson, Mississippi 39205
(601) 948-1210

MISSOURI

Jolene Schulz or Bill Giddings
Missouri State Facilitator Center
Columbia Public School System
310 North Providence Road
Columbia, Missouri 65201
(314) 443-2561 ext. 218/238 or 449-8622

MONTANA

William E. Connett or Wayne Pyron
Montana State Facilitator Project
Office of Public Instruction
State Capitol
Helena, Montana 59601
(406) 449-3693

Cliff Harmala
Montana Regional Facilitator
1101 River Avenue
Glendive, Montana 59330
(406) 365-4422 or 449-5643

Jim Palmer
Montana Regional Facilitator
P.O. Box 3836
Missoula, Montana 59801
(406) 728-3248

Jim Watkins
Montana Regional Facilitator
1325 Fourth Avenue North
Great Falls, Montana 59401
(406) 761-4144

NEBRASKA

Mary Lou Palmer
Nebraska State Facilitator Project
Nebraska State Department of Education
P.O. Box 94987
Lincoln, Nebraska 68509
(402) 471-2637

NEVADA

Victor Hyden or Amy Heintz
Nevada State Facilitator Project
Nevada Department of Education
400 W. King Street
Capitol Complex
Carson City, Nevada 89710
(702) 885-5700

NEW HAMPSHIRE

Glendon C. Belden
New Hampshire Facilitator Center
80 South Main Street
Concord, New Hampshire 03301
(603) 224-9461

NEW JERSEY

Robert Francis
New Jersey State Facilitator Project
Branch of Program Dissemination and Service
Division of School Programs
New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-8776 or 8779

NEW MEXICO

Lily A. Kliot or Sue Adams
DEEP: Diffusing Exemplary Educational Practices
in New Mexico
Department of Educational Foundations
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5204

NEW YORK

Robert N. King or Samuel Corsi, Jr.
New York State Facilitator Project
New York State Education Department, Room 235-M-EB
Albany, New York 12234
(518) 474-1280

Regional Facilitators

John Donovan
Education Assistant for Evaluation
410 East Willow Street
Syracuse, New York 13203
(315) 425-4284

(New York cont.)

Grace Fairlie
Supervisor of Curriculum
721 City Hall
Buffalo, New York 14202
(716) 842-4697

Evelyn Jones
Center for School Development
Board of Education
131 Livingston Street
Brooklyn, New York 11201
(212) 596-8947

Eleanor Peck
Communications Assistant
City School District
Office of Urban Funded Programs
410 Alexander Street
Rochester, New York 14607
(716) 325-4560

Robert Raub
Madison-Oneida BOCES
Spring Road
Verona, New York 13478
(315) 363-8000

Richard Solomon
555 Warren Road
Ithaca, New York 14850
(607) 257-1555

Arthur Sullivan
Suffolk County #3 BOCES
507 Deer Park Road
Dix Hills, New York 11746
(516) 549-4900

Frank Thompson
Project Director
ECOS Training Institute
Box 369
Yorktown Heights, New York 10598
(914) 245-6919

Charles Weed
Regional Planning Center
1015 Watervliet-Shaker Road
Albany, New York 12205
(518) 456-9281

NORTH CAROLINA

Henry A. Helms, Jr.
Division of Development
State Department of Public Instruction
Education Building
Raleigh, North Carolina 27611
(919) 733-7018

Regional Facilitators

Glen Arrants
North Carolina Facilitator Center
102 Old Clyde Road
Canton, North Carolina 28716
(704) 648-6960 ext. 31

Richard Barnes
North Central Facilitator Center
P.O. Box 21889
Greensboro, North Carolina 27420
(919) 379-5764

Maxine Brown
Northeast Regional Education Center
Box 1028
Williamston, North Carolina 27892
(919) 792-5166

Robert R. Byrd
North Carolina Facilitatur Service-
Southwest Site
619 Wall Street
Albemarle, North Carolina 28001
(704) 983-2127

Brenda Dail
Central Regional Education Center
Box 549
Knightdale, North Carolina 27545
(919) 266-9282

Josephine Spaulding
South Central Regional Center
P.O. Box 786
Carthage, North Carolina 28327
(919) 947-5871

Joe Webb
Southeast Regional Facilitator Service
Education Center-Room 200
612 College Street
Jacksonville, North Carolina 28540
(919) 455-8100

Facilitator
Northwest Regional Facilitative Service
P.O. Box 1308
North Wilkesboro, North Carolina 28659
(919) 667-2191

NORTH DAKOTA

Hank Landeis
North Dakota State Facilitator
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-2293

OHIO

Gordon Behm
Ohio Facilitator Center
The Ohio Department of Education
Division of Planning and Evaluation
65 South Front Street, Room 804
Columbus, Ohio 43215
(614) 466-3825

OKLAHOMA

Kenneth Smith
Oklahoma Statewide Facilitator Project
Edmond Public Schools
1216 S. Rankin
Edmond, Oklahoma 73034
(405) 341-2246

OREGON

Dick Pedee
Oregon State Facilitator
Multnomah County Intermediate Education
District
220 S.E. 102nd Avenue
Portland, Oregon 97216
(503) 254-9925

PENNSYLVANIA

Richard Brickley or Carolyn Trohoski
R.I.S.E. - Pennsylvania State Facilitator
198 Allendale Road
King of Prussia, Pennsylvania 19406
(215) 265-6056

RHODE ISLAND

George McDonough
State Facilitator Center - R.I.S.F.C.
CIC Building
235 Promenade Street
Providence, Rhode Island 02908
(401) 277-3840 or 6834

SOUTH CAROLINA

James R. Buckner
South Carolina Facilitator Project
South Carolina State Department of Education
Office of Federal Programs
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3526

SOUTH DAKOTA

Gene K. Dickson
South Dakota State Facilitator
South Dakota Division of Elementary and
Secondary Education
Richard F. Kneip Building
Pierre, South Dakota 57501
(605) 773-3395

TENNESSEE

Martin McConnell or Charles M. Achilles
Tennessee Statewide Facilitator Project (TSFP)
College of Education/BEKS
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-4165 or 2272

TEXAS

Patrick Martin
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-5601

Robert Reeves
Region I Education Service Center
Diffusion Project
1900 West Schunior
Edinburg, Texas 78539
(512) 383-5611

Madalyn Cooke
Region II Education Service Center
109 North Chaparral
Corpus Christi, Texas 78401
(512) 883-9288

Bill Powell
Region III Education Service Center
1905 Leary Lane
Victoria, Texas 77901
(512) 575-1471

Charlie Henderson
Region IV Education Service Center
P.O. Box 863
Houston, Texas 77001
(713) 868-1051

Collene Simmons
Region V Education Service Center
P.O. Box 3546
Beaumont, Texas 77704
(713) 892-9562 ext. 34

Everett Youngblood
Region VI Education Service Center
Route 2, Box 33A
Possum Walk Road (FM1375)
Huntsville, Texas 77340
(713) 295-9161

Mike Owens
Region VII Education Service Center
P.O. Drawer 1622
Kilgore, Texas 75662
(214) 984-3071

Leroy Hendricks
Region VIII Education Service Center
100 North Riddle Street
Mt. Pleasant, Texas 75455
(214) 572-6676

Art Phillips
Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, Texas 76309
(817) 322-6928

Margaret Z. Faber
Region X Education Service Center
400 East Spring Valley Road
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301

Frank Buell or Mary F. Hull
Region XI Education Service Center
2821 Cullen Street
Fort Worth, Texas 76107
(817) 335-2441

Rosemary Richards
Region XII Education Service Center
401 Franklin
Waco, Texas 76703
(817) 756-7494

Mary Reynolds
Region XIII Education Service Center
7703 North Lamar
Austin, Texas 78752
(512) 458-9131

Robert E. Maniss
Region XIV Education Service Center
P.O. Box 3258
Abilene, Texas 79604
(915) 677-2911

Vonell Huit
Region XV Education Service Center
P.O. Box 5199
San Angelo, Texas 76902
(915) 655-6551

Jack Shelton
Region XVI Education Service Center
1601 South Cleveland
P.O. Box 30600
Amarillo, Texas 79120
(806) 376-5521

Travis Brown
Region XVII Education Service Center
700 Texas Commerce Bank Building
Lubbock, Texas 79401
(806) 763-4127

Bill Whitfield
Region XVIII Education Service Center
P.O. Box 6020
Midland, Texas 79701
(915) 563-2380

State Facilitator
Region XIX Education Service Center
P.O. Box 10716
El Paso, Texas 79997
(915) 779-3737

(Texas cont.)

Betty Child
Region XX Education Service Center
1550 N.E. Loop 410
San Antonio, Texas 78209
(512) 828-3551

UTAH

Kenneth P. Lindsay
Utah State Facilitator Project
Utah State Board of Education
250 East Fifth South
Salt Lake City, Utah 84111
(801) 533-5431

VERMONT

Joseph M. O'Brien
Vermont State Facilitator
Bennington-Rutland Supervisory Union
Manchester Center, Vermont 05255
(802) 362-3346 or 472-6350

VIRGINIA

J. B. Linder, Jr. or Robert Foster
Virginia State Facilitator
Educational Services, Inc.
P.O. Box 562
Richmond, Virginia 23204
(804) 732-3584 or (803) 536-5932

WASHINGTON

Keith Wright
Washington State Facilitator
Yakima Public Schools
104 North Fourth Avenue
Yakima, Washington 98902
(509) 575-3234

WEST VIRGINIA

Kenny J. Smith
West Virginia State Facilitator
P.O. Box 1907
Elkins, West Virginia 26241
(304) 636-6918

WISCONSIN

George R. Glasrud
Wisconsin State Facilitator
Department of Public Instruction
Instructional Services Division
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-2101

WYOMING

Charlene G. Stogsdill
Wyoming Innovative Network Schools-Facilitator
Laramie County School District #1
2810 House Avenue
Cheyenne, Wyoming 82001
(307) 632-0591 ext. 134

VIRGIN ISLANDS

Phyllis Betz
Virgin Islands State Facilitator
Virgin Islands Department of Education
P.O. Box 630
St. Thomas, Virgin Islands 00801
(809) 774-0100 ext. 208

PUERTO RICO

Jose Antonio Figueroa or Sylvia Rodriquez
Puerto Rico State Facilitator
Department of Education, Room 508
Hato Rey, Puerto Rico 00919
(809) 759-8240

SECTION I

ADULT EDUCATION

ADULT PERFORMANCE LEVEL PROJECT (APL) [formerly Adult Performance Level Study (APL)] - Texas............. 1-3
A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

ALTERNATE LEARNING PROJECT (ALP) - Rhode Island.. 2-3
A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) - Utah.. 8-6
An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

FLIT: Functional Literacy - California.. 1-4
A functional reading literacy education program.

LEARNING TO READ BY READING - California.. 9-42
A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials, especially useful in alternative schools.

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP) - New York....................................... 1-5
A competency-based alternative high school credentialing program for adults.

NOMAD: Needs and Objectives for Migrant Advancement and Development - Michigan........................... 3-10
A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

PROJECT ADULT PERFORMANCE LEVEL PROJECT (APL) [formerly Adult Performance Level Study (APL)]

descriptors

Adult Education, Basic Skills, Daily Living Skills, Educational Alternatives, Functional Illiteracy, High School Equivalency Programs, Individualized Instruction, Performance Based Education, Validated Programs

target audience

Approved by JDRP as a program for general English-speaking population over 18. Curriculum materials for under-educated adults also have implications for elementary and secondary curricula, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults might learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with filmstrips and cassette tapes. A pre/post diagnostic instrument for each objective is also included.

In addition to the program components approved by JDRP in 1975, the APL project's competency-based high school diploma program, of which the competency-based curriculum is a part, has since been approved by the Panel.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development Test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills-oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests; the competency-based curriculum described above (if indicated by scores on placement tests); a series of life-skills activities; and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

APL staff offer awareness, training, and follow-up technical assistance to adopters.

evidence of effectiveness

Program graduates demonstrate functional competence by scoring at APL level 3 in every objective within the five APL Content Area Measures (American College Testing Program) and by showing 100% competence in Life Skills Activities. Six-month follow-up surveys of graduates indicate higher levels of self-satisfaction. Graduates frequently recommend the program to others.

implementation requirements

The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Pre-implementation training conducted by APL staff is required. Reassignment of existing personnel usually suffices.

financial requirements

Materials: sets of five Content Area Measures available from American College Testing Program. Each set contains 25 copies and costs $37.50. The full APL curriculum is available from Harcourt Brace Jovanovich, Inc.

services available

An NDN-funded Developer/Demonstrator project.

Two-day initial training workshop is available at developer or adopter site (costs to be covered by adopter and/or Facilitator). Follow-up visit to adopter site is paid by APL Project. Several adopters (primarily in Texas) operate as demonstration sites; visitors are welcome by appointment. Project staff are available on a limited basis to attend out-of-state awareness conferences (expenses must be paid).

contact

Elaine Shelton, Manager; APL 3-D Project; University of Texas at Austin; Continuing Education; Education Annex S-21; Austin, TX 78712. (512) 471-4623.

Developmental Funding: USOE BOAE

USOE JDRP No. 75-13

Approved: 3/25/75
5/15/79

Compiled Summer 1979

PROJECT FLIT: Functional Literacy

descriptors

Adult Education, Basic Skills, Career Education, Educational Alternatives, Functional Illiteracy, Reading Instruction, Remedial Reading Programs, Secondary Education, Validated Programs

target audience

Approved by JDRP as a reading program for adults with reading equivalency of sixth grade or lower. This program has been used in other settings for regular and remedial classes (grades 5-12), vocational education, adult education, and adult basic education, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A functional reading literacy education program.

FLIT is an educational program of task-related/functional literacy training developed originally by HumRRO (Human Resources Research Organization) for U.S. Army recruits with low reading ability. Since that time, the program has been revised into an educational program specifically for a wide range of students -- both children and adults -- who need to increase their functional reading skills. The program is designed for persons with a fifth-grade reading ability who have difficulty in using their reading skills effectively.

The program has five learning modules: How to Use A Table of Contents, Extracting Information from Textual Material, How to Read Graphs, How to Read Tables, and How to Use Indexes. A Teacher's Manual and answer key provide a complete description of the materials, the sequence of instruction, and the teacher's role in the program. The Student Practice Text provides opportunities to practice and generalize newly acquired skills. Placement and Module Skill Tests measure entry level skills as well as those acquired as a result of the teaching program. The material can be used by a teacher in a classroom of 20-30 students, in smaller groups, or as individualized, self-paced instruction. The program is performance-oriented and has application over a wide range of job or task-related topic areas.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness

Two types of assessment instruments were developed: module proficiency tests administered before and after each learning module and job-reading-task tests to provide overall measure of ability to perform job-reading tasks. Average reading skills increased from reading grade level 5.2 before training to 7.3 after training. Data available on request.

implementation requirements

The FLIT program is self-contained; there are no special implementation requirements beyond a classroom. Students using the program should have a decoding reading ability at about the fifth grade level for maximum effectiveness. Program can be implemented by a single student, a classroom, or a school system, depending upon the scope of needs.

financial requirements

The financial requirement varies depending upon the amount of material ordered per student. Each module can be purchased separately. Average initial student costs for the full program vary between $22-$32, depending on quantity ordered. Materials consist of teacher manual, student text, six evaluation pads, and five learning modules.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. HumRRO has staff members available to discuss the program with groups of teachers and administrators. Also, for large-scale implementation efforts, HumRRO has inservice training workshops available with follow-up. Contact HumRRO for specific details.

contact

Marsha Shearer, Senior Scientist; HumRRO; 27857 Berwick Dr.; Carmel, CA 93923. (408) 625-1347.

Developmental Funding: U.S. Army Research Institute   USOE JDRP No. 74-22   Approved: 3/25/74

PROJECT NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP)

descriptors

Adult Learning, Basic Skills, Daily Living Skills, Diagnostic Tests, Educational Alternatives, Educational Diagnosis, High School Equivalency Programs, Performance Based Education, Process Education, Validated Programs

target audience

Approved by JDRP for English-speaking adult students over the age of 18.

description

A competency-based alternative high school credentialing program for adults.

The New York State External High School Diploma Program is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process as an alternative to traditional diploma programs such as General Educational Development (GED).

The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic.

The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies.

Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact graduation has had on their lives. To date, graduates report an increased interest in continued learning, job promotions and raises, and increased self-esteem and self-confidence.

evidence of effectiveness

The age distribution of External Diploma participants reflects a significantly older population than the population served by the GED, indicating that EDP is highly successful in serving older adults. In determining the consistency of competency evaluations among staff assessors, an average agreement of 89.6% was established among the assessors. The program retention rate is 73.4%.

implementation requirements

The New York State External High School Diploma Program can be adopted by a unit as small as three persons -- one advisor, one assessor, and one assessment assistant. A five-day training workshop for staff prior to program implementation is required, as is one inservice evaluation during the first year of operation.

financial requirements

Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). No equipment is required that is not ordinarily found in an educational setting is required. Staffing: reassignment of existing personnel is possible.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

contact

Judith Alamprese, Director; External Diploma Program; 405 Oak St.; Syracuse, NY 13203.
(315) 425-5259 or -5263.

Developmental Funding: USOE BOAE

USOE JDRP No. 79-25 Approved: 5/30/79

Compiled Summer 1979

SECTION 2

ALTERNATIVE SCHOOLS/PROGRAMS

ADULT PERFORMANCE LEVEL PROJECT (APL) [formerly Adult Performance Level Study (APL)] - Texas 1-3
A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

project ADVENTURE - Massachusetts 6-3
An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

ALTERNATE LEARNING PROJECT (ALP) - Rhode Island 2-3
A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.

CAREER INTERN PROGRAM - Pennsylvania 4-6
A program aimed at dropout prevention at the secondary school level.

the COMMUNICATIONS WORKSHOP (CWS) - New Jersey 10-6
Designed to improve the quality of basic skills instruction afforded learning-disabled students, CWS provides a balanced curriculum that is both structured and student-centered, and provides for student-teacher accountability.

a COMMUNITY APPROACH TO YEAR-ROUND EDUCATION (PROJECT C.A.Y.R.E.) - Colorado 2-4
A program designed to meet student learning needs effectively through the use of an alternative calendar while accommodating a greater number of students within existing facilities.

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP) - Kansas 2-5
A new method of organizing and managing an academic classroom.

EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP) - New Jersey 2-6
A special education program providing educational, nutritional, social, and health services to expectant school-age students.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)] - West Virginia 4-10
An experience-based career education program operating in a community setting rather than in a traditional classroom.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)] - California 2-7
An alternative program of secondary education that uses the entire community as a school.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory] - Oregon 2-8
A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.

FOCUS DISSEMINATION PROJECT - Minnesota 2-9
A successful secondary program for training teachers to deal with disaffected youth.

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP) - New York 1-5
A competency-based alternative high school credentialing program for adults.

PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA) - Connecticut 2-10
An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).

SECONDARY CREDIT EXCHANGE PROGRAM - Washington 3-11
A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

SENIOR ELECTIVE PROGRAM - New Jersey 2-11
A program exclusively for seniors designed to update curriculum in order to complement an open-space building.

ST. PAUL OPEN SCHOOL - Minnesota 2-12
An alternative school program using the concept of the open school to enrich the K-12 educational experience.

URBAN ARTS PROGRAM - Minnesota 11-4
A program used to improve the working relationship between schools and community art facilities.

PROJECT ALTERNATE LEARNING PROJECT (ALP)

descriptors Basic Skills, Career Education, Decision Making Skills, Educational Alternatives, Individualized Instruction, Parent Participation, Performance Based Education, School Community Cooperation, School Organization, Secondary Education, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 9-12. It has been used in other settings (middle school and adult level), but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.*

ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities, and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile.

ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision making; and to maximize learning opportunities in the community.

Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required) and the ALP Core Diploma requirements (students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

The ALP model consists of two major components: adoption and Special Focus Programs. The five essential elements of an ALP adoption are: project administration and design; curriculum development; counseling and student evaluation; community resource development; and governance and decision making. Special Focus Programs are designed to supplement existing curricula. ALP offers five: Family Life Peer Counseling Service; College Local Educational Agency Relationship (CLEAR) Program; ALP Child Care Center; Competency-Based Education and Basic Skills; and Transitional Program for Special Needs Students.

evidence of effectiveness External evaluations of ALP show that the project has greatly reduced absenteeism and dropout rates. Sixty-five percent of ALP students go on to four-year colleges; many of these students normally would not have pursued further education. Other measures have shown improved attitudes toward self and schooling. (Some test instruments used: California Achievement Tests, Comprehensive Test of Basic Skills, Adult Performance Level Survey.)

implementation requirements The scope of the ALP program provides for a variety of adoption and technical assistance options ranging from full adoption of the complete five-element program to technical assistance in one or more of the Special Focus Programs. Adoption of the total program requires staffing at school district teacher/pupil ratio; a minimum of three days start-up training at adopter site; and a separate facility or a separate location within the school building for the alternate program. Special Focus Program adoption requirements depend on the program adopted and the needs of the district and adopting school.

financial requirements Staff may consist of reassigned personnel or new staff, full-time or part-time, consistent with district teacher/pupil ratio. Available school district equipment is sufficient. Training materials are provided at no charge. Program materials include those already found in most classrooms, as well as materials commercially available.

services available An NDN-funded Developer/Demonstrator project.

Services available free of charge include: awareness sessions; consultation for program design and development; consultation for proposal and funding applications; inservice training for personnel carrying out adaptions of the ALP model; technical assistance for implementation of ALP adoptions; resources and materials necessary for successful program adoption; and consultation for evaluation and development of evaluative methodologies.

contact Margaret E. Finn; Dissemination Services, Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02908. (401) 456-9196.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-86 Approved: 6/6/74

Compiled Summer 1979

PROJECT A COMMUNITY APPROACH TO YEAR-ROUND EDUCATION (PROJECT C.A.Y.R.E.)

descriptors Educational Alternatives, School Calendars, Validated Programs, Year Round Schools

target audience Approved by JDRP for K-8 in any school district experiencing concerns with growth in student population, or any school/district desiring to investigate alternative calendars. The program has been used in other settings for 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program designed to meet student learning needs effectively through the use of an alternative calendar while accommodating a greater number of students within existing facilities.*

The 45-15 year-round calendar divides the student population into four groups. Each group attends school for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33% more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

evidence of effectiveness Extensive evaluation by the developer district and the University of Colorado indicated no significant differences in achievement between year-round and non-year-round students. Results available on request. Evaluations of student, teacher, and parent attitudes are also available.

implementation requirements The 45-15 plan can be implemented in a number of school organizational patterns. Typically, a high degree of teacher and community commitment is needed. The plan can be adapted to meet local needs. Due to flexibility of adaptations, other specific requirements are not mandated.

financial requirements Operationally, there is no increase in per-pupil costs. Recent findings indicate that a well-run program can even decrease per-pupil cost. (Figures available on request.) Depending on local climate, buildings may require air-conditioning, which entails capital expenditure. Some money is needed for inservice training of teachers and administrators.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge; replication manual is available for $2; other program materials for training and inservice are available at cost. Awareness presentations and workshops are available at the demonstration site or adopter sites (cost to be arranged). The demonstration site may be visited by appointment at any time. Training and implementation services are provided at project and adopter site (cost to be arranged).

contact Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 78-160 Approved: 3/15/78

PROJECT DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

descriptors

Attitudes, Class Management, Classroom Techniques, Dropout Prevention, Educational Alternatives, Problem Children, School Organization, Secondary Education, Validated Programs

target audience

Approved by JDRP for the apathetic learner, the "discipline problem," the poor attender, and the potential dropout in grades 9-12. It has been used in other settings in grades 6-8, and with the gifted, the talented, and the creative learner, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A new method of organizing and managing an academic classroom.

The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop, and display information. Extensive use is made of electronic and non-electronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

evidence of effectiveness

DEEP students had a 30% lower incidence of absenteeism than non-DEEP classes, and the dropout rate was decreased 37% compared with non-DEEP classes. DEEP students showed statistically significant gains in attitudes of affection, respect, and the value of knowledge, as measured by the Risk-Taking-Attitudes-Values Inventory. 98% of students completing DEEP classes later graduated. 85% of students enrolled in DEEP classes completed at least six academically sound projects per DEEP class.

implementation requirements

The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school, or in a separate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, or other types of flexible scheduling.

financial requirements

DEEP training manuals with student activities are provided without charge to teachers participating in inservice workshops from adopting school districts. DEEP teachers are usually trained from volunteers within existing staff. Adopting school districts are responsible for costs relating to released time for teacher training. If the adopting school has audio-visual equipment, the cost of adoption should be no more than the normal per-pupil allotment.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site, although a three-day training program at the adopter's site is preferred. Follow-up services are provided (one to two days). Costs of training and follow-up may be shared, depending on situation and resources.

contact

Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214.
(316) 268-7801.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 76-82 Approved: 6/23/76

PROJECT

EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP)

descriptors

Child Care, Dropout Prevention, Educational Alternatives, Family Life Education, Health Services, Nutrition Instruction, Pregnant Students, Prenatal Influences, Secondary Education, Validated Programs

target audience

Approved by JDRP for any pregnant student in the public school system. In practice these students range in age from 11-19 and are primarily from grades 9, 10, and 11.

description

A special education program providing educational, nutritional, social, and health services to expectant school-age students.

With its program at the Family Learning Center, the New Brunswick Board of Education is addressing some well-known teenage pregnancy problems. These include poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The Family Learning Center (FLC) provides small classes with highly motivated teachers and emphasizes satisfactory academic achievement, maternal and child health, and nutrition.

Upon identification, a young woman is encouraged to transfer to the FLC, continuing her regular subjects there. In addition, she takes Family Life Education, which includes nutrition, planning and preparation of lunch, sewing and consumer education, and health. Areas covered in the health course include pre- and postnatal care of herself and her baby, the study of human reproduction, the labor and birth process, and birth control options. She is assisted in reaching appropriate social agencies if they are needed, and informal rap sessions with the head teacher are encouraged. When the student enters the program, the nurse contacts her obstetrician, checks to see that her records are complete, follows her progress, and sees that regular appointments are kept. There are periodical tours of local hospital maternity facilities.

A head teacher coordinates the program under the direction of the Director of Pupil Personnel. One full-time and four part-time teachers, plus a part-time nurse, a part-time guidance counselor, and a part-time grant-funded disseminator complete the FLC staff.

After delivery and a two-week maternity leave, a student may continue her class at the FLC for six weeks before she is returned to the regular school. She, the other girls, and the new infants gain a great deal from this period of adjustment with the support and guidance of the staff. Eighty-nine percent return to regular school and graduate with their class. Prior to 1969, none did.

evidence of effectiveness

Initiated in 1969 and validated in 1973 by ESEA Title III, the program (now supported by the Board of Education) has greatly decreased dropout rates of pregnant students and improved birth weight of their babies. From 1969-73, only 19 of 177 girls dropped out of school, compared to a 100% dropout rate prior to the program.

implementation requirements

It is necessary to find a site not being used by non-pregnant students. Teachers may be drawn from the regular staff, but the program is best served by teachers who devote their working time exclusively to it. Cooking facilities are necessary. Books and teaching supplies are issued from the regular school classes. Food is purchased from Government Commodities through the Public School Food Services, with Board of Education funds for additional purchases. Baby furniture is also required on the premises for the postnatal phase of the program.

financial requirements

The program site may be a home economics room, or even a church in the area. Primary costs are staff salaries and the breakfast and lunch program. Since the girls, while pregnant, are classified under state law as "chronically ill," there is partial salary reimbursement to Special Services, which would otherwise provide Home Instruction. State and national school meal programs provide further funds.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost from the Family Learning Center. Visitors are welcome at the New Brunswick site by appointment. On-site workshops are held periodically. Program presentations may be given at other schools.

contact

Cassandra Jordan, Director of Pupil Personnel; Bayard School; 24 Bayard St.; New Brunswick, NJ 08901. (201) 745-5166, -5167, or -5169.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-56   Approved: 5/14-15/74

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)]

descriptors

Career Education, Community Resources, Educational Alternatives, Individualized Instruction, Secondary Education, Validated Programs

target audience

Approved by JDRP for grades 9-12, this program was designed for a cross-section of high school students. It is adaptable to special target groups, e.g., "gifted" students, potential dropouts, adults, and college students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An alternative program of secondary education that uses the entire [illegible] as a school.

Through direct experience in a wide variety of real-life settings, EBCE helps stud[illegible]quire the skills and knowledge necessary to choose, enter, advance, and find satisfaction in adult [illegible] individually planned learning programs utilize large and small businesses, governmental agencies, comm[illegible]rganizations, and individual professionals and entrepreneurs. Learning is accomplished through individ[illegible] projects combining growth in academic subjects, career awareness, and basic and interpersonal skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend much of their time in the community, working with volunteer resource persons and organizations. Seminars and other group sessions support and expand students' experiences and assure them broad exposure to major fields of study and work. Project Planning Packages (in commerce, communications and media, life science, physical science, and social science) contain goals and guidelines for planning individualized projects in career/subject fields as well as criteria for assigning credit.

Community experience enables students to discover the utility of basic skills and to expand their skills through practice in real-life settings. Students with skills deficiencies, as well as those desiring advanced study, use individualized materials (assisted by tutors), or they enroll in regular high school or community college courses. Learning coordinators work with groups of 25-30 students, helping them to develop long-range goals, shorter-range objectives, and project plans. They also monitor progress, provide feedback, and help evaluate performance. A resource analyst develops and maintains the external resources; a skills specialist diagnoses student needs (e.g., in reading skills) and coordinates supplementary learning activities (such as tutorials or workshops in basic skills). Program emphasis is on helping students to acquire skills needed for lifelong learning. Using an inquiry process, students design their own projects under staff supervision. Program handbooks and materials offer guidelines within which students and staff make decisions, and tools for documenting student plans and progress.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness

Through evaluation with a variety of students using pre/post designs and comparison groups the program has demonstrated effectiveness in promoting growth in basic skills, career awareness, and interpersonal skills; in enhancing student motivation and mobilizing community support; and in preparing graduates for college or work. Contact project for summary of evaluation findings.

implementation requirements

Staff required varies with size and scope of program to be implemented. Small programs operate with one staff person. May be implemented as a full- or part-time program for any number of students, provided that sufficient lead time is available. Can be installed in school classroom(s) or in a separate facility. Staff need offices for counseling students, class or seminar space for student meetings, and telephones for contacting community resources. Students need access to library and study area. Two weeks needed for staff training. Additional lead time for planning, developing community resources, printing forms, etc. varies with program size and scope.

financial requirements

Adopters indicate that the program can be operated at local per-student costs with reassignment of personnel. Telephones for staff/student contact with community are essential. Start-up costs include staff release time for training and preparation. Four-volume set of operational handbooks, $70; Guide to Adoption and Implementation Decisions, $3; Staff Development Handbook, $6; and Values and Implementation ... An Approach to Evaluation Planning, $6.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Arrangements can be made for visits to demonstration sites. Planning assistance, training, and technical assistance in implementing and evaluating adoptions or adaptations is available at cost at either the developer's or the adopter's site. Project staff may be able to attend out-of-state conferences. (Situation determines how costs will be covered; limited cost-sharing may be possible.)

contact

Karen Chatham, Director; EBCE Developer/Demonstrator Project; Far West Laboratory for Educational Research and Development; 1855 Folsom St.; San Francisco, CA 94103. (415) 565-3133.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1979

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]

descriptors Career Education, Community Resources, Cooperative Education, Educational Alternatives, Independent Study, Performance Based Education, Postsecondary Education, Secondary Education, Validated Programs

target audience Approved by JDRP for grades 9-12. It has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted, talented, and handicapped populations, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.*

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning, and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. Preliminary exploration is followed by intensive visits. Utilizing the experience of these visits, as well as a wide variety of traditional and nontraditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Before completing EBCE, students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness Comprehensive formative and summative evaluation using pre- and posttest measures on control and comparison groups revealed student growth in basic skills, self awareness, career awareness, and career development skills; in life skills; and in motivation to learn. Parents of EBCE students and community resource persons assessed the program positively. Summaries of evaluation findings available on request.

implementation requirements Communities adopting EBCE report greater success when staff has participated in at least three days of program design and planning plus five days of training in the new procedures this innovation requires. It is desirable for the new staff to visit an operating EBCE program. In addition, one week of inservice consultation after the program has been operating for a while has been found useful. Some programs use separate facilities as the EBCE learning center; others remodel or use existing building space. Student transportation options must be examined, as well as time and resources for community site recruitment and utilization.

financial requirements EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

services available An NDN-funded Developer/Demonstrator project.

Descriptive material available at no cost. Set of five user handbooks, slide-tapes, and related aids available at cost. Classroom materials for teachers interested in use of community resources with or without EBCE emphasis and a list of operating NWREL EBCE programs and states with EBCE demonstration and training services of their own are also available. Staff can attend out-of-state awareness conferences (costs to be arranged). Planning, training, and follow-up inservice available in Portland or at adopter site (costs to be arranged).

contact Larry McClure, Program Director; Education and Work Program; Northwest Regional Educational Laboratory; 710 S.W. Second Ave.; Portland, OR 97204. (503) 248-6893.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/7/75

PROJECT FOCUS DISSEMINATION PROJECT

descriptors Basic Skills, Communication Skills, Dropout Prevention, Educational Alternatives, Group Counseling, Humanistic Education, Secondary Education, Self Concept, Validated Programs

target audience Approved by JDRP for disaffected secondary students of all ability levels, and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

description *A successful secondary program for training teachers to deal with disaffected youth.*

FOCUS provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

FOCUS is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The FOCUS program seeks to reduce student disaffection with school and learning, improve each student's grasp of basic skills, build a classroom culture that demonstrates the caring principle, improve each student's ability to relate effectively with peers and adults, and give each student a reason to be optimistic about the future.

FOCUS is a highly structured program offering courses in English, social studies, math, and work experience. Instruction in FOCUS classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill-development and presented in relation to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. FOCUS students take such classes as science, physical education, health, and electives in the regular school program.

All FOCUS students are involved in a group counseling experience called Family. Each Family consists of eight to ten students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

evidence of effectiveness A three-year evaluation (done at the original site) demonstrated that FOCUS improved student attitudes toward school, improved self-concept, increased academic achievement, and decreased disciplinary referrals, school suspensions, and absenteeism. Evaluation available on request.

implementation requirements Many replication plans are possible, ranging from staff training in skills and strategies to enhance an existing program to a full-scale replication of the original site model. Size of program is determined by the number of target students identified by the adopter. Maximum advised for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

financial requirements FOCUS staff training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. FOCUS staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

services available An NDN-funded Developer/Demonstrator project.

Awareness presentations are usually arranged through the State Facilitator and/or state education agency staff and held at locations convenient to participants. Visits to operational programs can be arranged directly through the FOCUS office or through the State Facilitator office. Inservice training is done at a site most convenient for participants. Follow-up services are arranged as needed within Developer/Demonstrator financial and time limitations. Program and services information is available at no cost.

contact Sue Schillinger; FOCUS Dissemination Project; Human Resource Associates, Inc.; 121 E. Second St.; Hastings, MN 55033. (612) 437-3976.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-74 Approved: 5/29/74

Compiled Summer 1979

PROJECT PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA)

descriptors Career Education, Cooperative Planning, Educational Alternatives, Humanistic Education, Individualized Instruction, Public Schools, School Community Programs, School Organization, Secondary Education, Self Directed Classrooms, Student Attitudes, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 9-12 (HSC); students, parents, educators, and members of the community at large (CPCEA).

description *An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).*

Public Schools of Choice has two components: High School in the Community (HSC) and the Community Planning Council on Educational Alternatives (CPCEA). Both have been supported by USOE since 1972.

HSC is a small, innovative alternative to the traditional high school. It was designed to provide a choice of learning environments within the public school system. All students entering HSC are dissatisfied with their previous school experience. HSC is a highly personalized, humanistic program that seeks to improve students' attitude toward learning and to give them a beginning sense of shared responsibility in the process of their education. Students plan their own programs with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. The Career Orientation Program places students with volunteer teachers in various community institutions and exposes them to work situations before they leave high school. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low teacher control and student competition, has emerged.

CPCEA (made up of city-wide representatives of parents, students, teachers, and administrators) provides advice and support for the implementation of suitable educational options. Its goals are to enlarge the commitment and influence of the community in the education of its youth through development of a pluralistic system of education, and to firmly establish schools of choice, including schools within schools, in the community as a first step in this process. CPCEA is a process whereby students, parents, and educators participate in decision making and in collection and dissemination of information on educational alternatives.

evidence of effectiveness Five years' evaluation by Educational Research Service (Yale University, 1970-74) and Systems Evaluation Research Associates (Fordham University, 1975) showed that in all areas measured HSC consistently compared favorably with other high schools. Greatest gains were made in students' reading skills and attitudes toward school.

implementation requirements Project staff train adopters who can demonstrate clear intent to implement the program. Three general levels of training are available: major adoption of the full HSC program, adaptations of one or more elements of the HSC or CPCEA models, and technical assistance to similar programs already in operation. The specific manner in which an LEA chooses to adapt Public Schools of Choice is flexible, and determines staffing and facilities required.

financial requirements Adoption of HSC in fact means starting a school. Specific cost depends on size of unit (from 50-300 students) and on other local factors (e.g., availability of volunteers from a nearby college). General operating costs reflect per capita expenditures of adopting school system. There are no additional costs for the adoption of CPCEA.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available on request. On-site visitations by appointment are encouraged. Project staff participate in workshops and awareness conferences nationwide and can arrange one- or two-day presentations at potential adopter sites. A workshop at D/D site with as many members of adopter staff present as possible is the most desirable training format, but others are possible. Costs for materials and traveling expenses will be negotiated. Follow-up assistance can be provided.

contact Geoff Smith; Public Schools of Choice; 45 Nash St.; New Haven, CT 06511. (203) 787-8635.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-45 Approved: 5/15/75

Compiled Summer 1979

PROJECT SENIOR ELECTIVE PROGRAM

descriptors Career Education, Community Resources, Decision Making Skills, Educational Alternatives, Independent Study, Secondary Education, School Organization, Work Experience Programs, Validated Programs

target audience Approved by JDRP for students in grade 12.

description *A program exclusively for seniors designed to update curriculum in order to complement an open-space building.*

The Senior Elective Program was designed by students and faculty during the summer of 1971 to update curriculum in order to complement an open-space building exclusively for seniors. The program involved revamping the school calendar as five marking periods, called facets, each concluding with a vacation period. Students were encouraged to telescope their traditional academic courses into the first three years of high school, to provide time during the senior year for 80 elective mini-courses developed for the program. Each senior was required to complete an independent study project or a community involvement activity or to participate in a work experience activity. All seniors were randomly assigned to small discussion groups, called precepts, led by faculty members who provided program support and helped students adjust. All seniors were allowed open campus privileges.

No one teaching approach was required. However, teachers were encouraged to develop methods conducive to teaching in open-space areas. Careful guidance was needed to ensure that students who planned to enter college earned sufficient college entrance units during their four years of high school.

In its present form, the Senior Elective Program divides the school year into four marking periods and the independent study project is elective rather than required.

evidence of effectiveness Evaluated in 1973 by tests measuring each objective (Watson-Glaser Test of Critical Thinking, Sequential Test of Educational Progress for social studies, and tests designed to measure students' feelings about self, school, and community). Program students achieved as well as or better than students in traditional schools in areas of critical thinking, tolerance of ambiguity, feelings of self, and involvement in community affairs, with no loss in traditional achievement.

implementation requirements A commitment to adopt the essential elements of the program: seminar discussion groups to implement and direct the independent study, community service, and/or work experience; mini-courses as alternatives to traditional programs; open campus and modular scheduling (optional). Adopting schools have permission to use any or all of the 80 mini-courses. A compendium of these mini-courses is available at cost. A filmstrip presentation outlining development, implementation, and evaluation of the program is available for purchase. Full courses of study in social studies, industrial arts, business, English, and science are available.

financial requirements Replication costs vary with adopters' staff and curriculum requirements. Provision must be made for cooperative planning among students and staff. Costs can be met to some extent through reallocation of current expenditures.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences only at specified times in November, February, and April (expenses must be paid).

contact Newton Beron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd., Rumson, NJ 07760. (201) 842-1597.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-91 Approved 9/18/74

Compiled Summer 1979

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PROJECT ST. PAUL OPEN SCHOOL

descriptors

Community Resources, Consumer Education, Cooperative Planning, Educational Alternatives, Elementary Secondary Education, Evaluation, Open Education, Performance Based Education, Validated Programs, Volunteers

target audience

Approved by JDRP for students of all abilities, grades K-12.

description

An alternative school program using the concept of the open school to enrich the K-12 educational experience.

These basic elements distinguish the St. Paul Open School:

Advisor-Advisee System: Students select their own advisors, who have 10-23 advisees. Before school begins conferences are held among students, parents, and advisors to establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee meetings, and quarterly with parents. Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students. Shared Decision Making: Parents, staff, students, and community members help make decisions in a number of areas, including budget, curriculum, hiring, and student evaluation. Use of the World Beyond Building: Our building is viewed only as a headquarters. As part of their studies, students take hundreds of local field trips, work as interns or apprentices in local businesses, take classes at other area high schools and college courses, and go on cross-country trips. Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competence-Based Graduation: No credits are given at the St. Paul Open School. Students develop a graduation packet through validations in six major areas: career education, consumer awareness and current issues, cultural awareness, community involvement, information finding, and personal/interpersonal skills. Consumer Action Service: Students learn their rights and responsibilities as juveniles and consumers while working on consumer problems referred to them. The Consumer Action Service (CAS) is part of a class that combines basic-skill instruction with community service.

evidence of effectiveness

Extensive standardized testing showed Open School students performed as well as peers in St. Paul or better. Extensive use of questionnaires for parents, students, and graduates showed strong preference for Open School; students on waiting list to attend. St. Paul Open School is accredited by North Central Association.

implementation requirements

Districts may adopt/adapt any of the above elements but must meet the following criteria: high-level district commitment to the program as an alternative; voluntary participation of all teachers, administrators, students, and parents; equal-opportunity participation (not limited to achievement level, behavior pattern, sex, race, or economic group); opportunity for parents, students, and staff to help make decisions regarding policy; and curriculum reflecting a variety of opinions regarding such matters as political and economic systems and sex roles. Adoption/adaptation may be a school within a school, a single classroom, or an entire school.

financial requirements

St. Paul Open School operated on average per-pupil expenditures for St. Paul, Minnesota. Exclusive of training, no additional funds are required (training costs cover Open School staff travel to local district or local district staff travel to St. Paul). Open School has produced a variety of materials that are available at a nominal cost.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site or at adoption/adaptation site. Project staff can attend out-of-state conferences. Training for adoption/adaptation is available in each of the elements described. Districts outside Minnesota must pay expenses.

contact

Director; St. Paul Open School; 97 E. Central Ave.; St. Paul, MN 55101. (612) 224-9421.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-85 Approved: 6/6/74

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SECTION 3

BILINGUAL/MIGRANT EDUCATION

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps - California 8-3
A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

project CATCH-UP - California 9-12
A diagnostic/prescriptive laboratory program in reading and/or math.

project CHILD: Comprehensive Help for Individual Learning Differences - New York 3-3
A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.

CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW - Texas 3-4
A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child.

CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT - Texas 3-5
An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development.

CRAM: Compensatory Reading and Mathematics Program - Virginia 9-20
A locally developed, individualized compensatory reading and mathematics program for underachieving students in grades 1-4 who are one year below grade level.

EARLY PREVENTION OF SCHOOL FAILURE - Illinois 5-20
A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (FOR SPANISH AND ENGLISH-SPEAKING CHILDREN) - Illinois 3-6
A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could affect later school performance.

HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS - Texas 3-7
A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI) - Washington 3-8
A training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool through third-grade children.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) - Arkansas 3-9
An educational and health system for migrant children, preschool-12.

MODEL CLASSROOMS: Classroom Management - Washington 9-48
A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

MODIFICATION OF CHILDREN'S ORAL LANGUAGE - California 10-14
A special program for training staff to work with students having language disabilities.

NOMAD: Needs and Objectives for Migrant Advancement and Development - Michigan 3-10
A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

SECONDARY CREDIT EXCHANGE PROGRAM - Washington 3-11
A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

ST. JOHN VALLEY BILINGUAL EDUCATION PROGRAM - Maine 3-12
A curriculum and management model for bilingual students of any culture, using supplementary curricula with performance-based objectives.

PROJECT PROJECT CHILD: Comprehensive Help for Individual Learning Differences

descriptors Ancillary Services, Bilingual Education, Career Education, Community Resources, Disadvantaged Youth, Economically Disadvantaged, Infancy, Migrant Education, Migrant Worker Projects, Reading Instruction, Rural Families, Spanish Speaking, Validated Programs

target audience Approved by JDRP for infants through adults of all abilities, English, French, or Spanish-speaking.

description *A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.*

A child's education cannot take place in a vacuum -- isolated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evening, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12-hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity.

Since its validation, Project CHILD has been expanded to include two year-round components: a post-secondary opportunities program, and a Literacy Volunteers of America training program. A multimedia multi-ethnic Migrant Heritage Studies Kit has been developed to teach communities and students of all ages about migrant farmworkers; the kit is available on a limited loan basis.

evidence of effectiveness Evaluation is specified for each objective. Teacher recycles learner to other learning experiences if objective is not met. Wide Range Achievement Test posttests indicate students gain three months in reading and math skills over five-week period.

implementation requirements An adopter/adapter should visit the program site to better determine which Project CHILD component(s) to adopt/adapt. Project CHILD program components are replicable at individual local, district, or regional levels, depending on adopter/adapter site needs. Staffing, training, and facilities depend on components selected.

financial requirements Several handbooks and inservice training manuals, costing between $2-$6, are available. Most materials used are teacher- and student-made and of minimal cost. When commercial materials are used, they are generally adapted. Staffing for each component of Project CHILD includes a program coordinator, teachers and/or tutors, and trained target group paraprofessionals and volunteers.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at project site or adopter site. Follow-up technical assistance is also available.

contact Gloria Mattera, Director; Geneseo Migrant Center; State University College; Geneseo, NY 14454. (716) 245-5681.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 23 Approved: 4/9/73

PROJECT CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW

descriptors Bilingual Education, Curriculum, Elementary Education, Language Arts, Mathematics Instruction, Reading Instruction, Spanish Speaking, Validated Programs

target audience Approved by JDRP for bilingual students of all abilities in grades 3-6.

description *A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child.*

The project incorporates both Spanish and English to help students achieve their educational goals. It stresses the need for proficiency in both languages, while acknowledging English as the first language. Curriculum structure consists of performance objectives (for math, reading, language arts, culture, and heritage), evaluation tests, and mastery charts of each child's objectives. No single approach is used. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

(This project has been described in a Project Information Package.)

evidence of effectiveness Students are evaluated through pre- and posttesting with the Inter-American Test Series (in Spanish and English), and the Science Research Associates' tests (English, mastery of objectives in all grades involved). Control groups are used. Final statistical results per year are available at cost of reproduction.

implementation requirements State-adopted bilingual materials information (3-6) given upon request. Locally developed teacher-made tests for mastery of program objectives in reading, math, language arts, and culture and heritage, grades 3-6. Tests available at cost of reproduction. Adopting teacher should either be certified in bilingual education or in the process of being certified.

financial requirements Cost per pupil, Title VII: $231. 1978-79 budget: $140,534, for a population of 608, grades 3-6. The state and local share of funds available is approximately $1,000, which covers housing, utilities, furniture, teachers, equipment, etc.

services available No special network funding supports this project's dissemination efforts.

Visitors welcome on Wednesdays. All materials available upon request at reproduction cost. Project staff may be able to provide out-of-state training (expenses must be paid). Contact Dewey G. Smith at (512) 664-0981, ext. 3[illegible].

contact Socorro A. Garza; Alice Independent School District; 200 N. Reynolds St.; Alice, TX 78332.
(512) 664-0981, ext. 41.

Developmental Funding: USOE ESEA Title VII

USOE JDRP No. 75-56 Approved: 6/27/75

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PROJECT CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT

descriptors

Ancillary Services, Bilingual Education, Disadvantaged Youth, Economically Disadvantaged, Language Arts, Parent Participation, Primary Education, Reading Instruction, Spanish Speaking, Validated Programs

target audience

Approved by JDRP for Hispanic students from low-income families, grades K-3, of limited English-speaking ability.

description

An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development.

The Corpus Christi Independent School District Follow Through program is a research and development program designed to extend the benefits of Head Start into the primary grades. The program serves approximately 800 students in two elementary schools.

The primary objective of the instructional program is to provide for the unique needs of Hispanic students of limited English-speaking ability. Instruction is designed to accommodate the individual student's English and Spanish oral language proficiency and learning style.

The Follow Through Project incorporates the Southwest Educational Development Laboratory (SEDL) model into the local district's regular instructional program. The SEDL model is based on the premise that children from low-income families need a developmental program. At the kindergarten level, the model stresses visual, auditory, language, motor, and pre-writing skills. In the first, second, and third grades, the language-development and reading components of the model stress the development of the student's communication skills. Initially, instruction is given in the child's dominant language, so that skills acquired in the first language may be transferred to the second. The Social Education program utilizes a multimedia approach to develop social concepts and promote cultural awareness.

evidence of effectiveness

The gains made by students in grades 1-3 in reading and mathematics were significant at a .01 level, using Science Research Associates Achievement Tests. On the Inter-American Test in Spanish, significant gains were made at .01 level by first-graders and at .05 level for second- and third-graders (compared to controls). At the kindergarten level, significant gains were made at the .01 level on the Test of Basic Experience and the Inter-American Test in Spanish (compared to controls).

implementation requirements

Commitment by adopters. Bilingual personnel. Five-day training by Corpus Christi staff prior to implementation. One day of consultant service during implementation. Contact person responsible for program implementation to serve as liaison between D/D and adopter.

financial requirements

Approximate cost of bilingual materials: $25 per student.

services available

A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment. Orientation, observations, and training seminars are available at project site and out of state. Project staff can attend out-of-state conferences.

contact

Rosalinda Sosa Bonilla, Follow Through Resource Center; Zavala Elementary School; 3102 Highland;
Corpus Christi, TX 78405. (512) 884-0611.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-140 Approved: 9/1/77

Compiled Summer 1979

PROJECT EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (FOR SPANISH AND ENGLISH-SPEAKING CHILDREN)

descriptors Academic Failure, Disadvantaged Youth, Early Childhood Education, Economically Disadvantaged, Educational Needs, Identification, Language Arts, Migrant Education, Preschool Programs, Prevention, Remedial Instruction, Screening Tests, Skill Development, Spanish Speaking, Validated Programs

target audience Approved by JDRP as a screening and curriculum planning program appropriate for migrant children, ages 3-6, in regular or short-term programs. Teacher and parent training program included.

description *A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could affect later school performance.*

The Early Prevention of School Failure Migrant Program provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents which helps children with developmental lags prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 10 other states for summer and/or regular programs.

The directors of the summer migrant program selected Early Prevention of School Failure during spring 1974 to assess the developmental level of children age 4 and 5 entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences.

Literacy for America's Spanish-Speaking Children, by Dr. Eleanor Thonis, and The Young Child Who Speaks Spanish, by Dr. Doris Ching, cite studies that support Early Prevention of School Failure Migrant Program goals. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

(Early Prevention of School Failure Migrant Program and Early Prevention of School Failure were both developed by the Peotone School District 207-U in Peotone, Illinois.)

evidence of effectiveness The achievement gains (for Spanish-dominant, English-dominant, and bilingual students ages 4-6) as measured by three standardized instruments were statistically significant at or beyond the .05 level of significance using a one-tailed test of significance. Teacher and parent attitudes concerning the program were extremely positive.

implementation requirements Training and follow-up services include an initial two-day training workshop and a one-day follow-up consultant service. Local adopter district commitment requires a team composed of a principal, a classroom teacher, an aide and/or volunteer, and a special service staff member. No special facilities are required.

financial requirements Staff training, $10 per child; consumable materials, $10 per child. Subsequent costs: consumable materials, $5 per child.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (visits are scheduled monthly). Awareness sessions are conducted. Training is conducted at Illinois site or adopter site. Follow-up services are available.

contact Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 77-116 Approved: 4/19/77

PROJECT HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS

descriptors

Biculturalism, Bilingual Education, Elementary Secondary Education, English (Second Language), Multicultural Education, Self Concept, Spanish Speaking, Validated Programs

target audience

Approved by JDRP for students, grades K-12.

description

A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.

This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in the educational process, and generally effecting a change in attitudes toward bilingual education. The intent of this program is threefold: to improve student self-concept by raising the status of students' language and culture; to increase students' achievement in all content areas in English or Spanish; and to help students become fluent and literate in English. Initial instruction in all content areas is given in the students' native language, while a strong English language development program is provided. As students attain proficiency in English they are phased into instruction in English, but may continue instruction in Spanish language development and Spanish reading in schools where the program is provided through the sixth grade.

State-adopted materials are now provided for grades K-3. Other materials are provided through state and local funds for grades 4-6. In addition, curriculum guides, performance objectives, and other materials for all grade levels have been written locally.

At the secondary level, the program includes English as a Second Language for monolingual Spanish students, and several bilingual courses for students who have already attained some degree of bilinguality.

(This project has been described in a Project Information Package.)

evidence of effectiveness

Language proficiency was measured using Language Assessment Scale (LAS). Achievement was measured using objective referenced tests in each language, Interamerican Reading Series tests, and Iowa Test of Basic Skills for grades 3-6 (low-income urban Mexican-American students). Gains equal those of peers with no English limitation. Teacher training evaluated by structured classroom observations. Data collected yearly. Reports available.

implementation requirements

Teachers must complete a 12-hour university endorsement program, pass a Spanish proficiency test, and teach one year in a bilingual program classroom. LESA students are identified and placed in classes according to grade levels. Schedules meeting needs of individual campuses are prepared under supervisory personnel in accordance with the state-wide Design of Bilingual Education.

financial requirements

Cost per pupil is approximately $500. This includes textbooks, supplemental materials, and staff development.

services available

No special network funding supports this project's dissemination efforts.

A brochure (free) and locally developed curriculum bulletins (at cost) are available upon request. Visitors are welcome by appointment.

contact

Director, Bilingual Programs; Houston Independent School District; 3830 Richmond Ave.;
Houston, TX 77027. (713) 623-5126.

Developmental Funding: USOE ESEA Title VII   USOE JDRP No. 75-52   Approved: 6/24/75

Compiled Summer 1979

PROJECT INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)

descriptors Bilingual Education, Early Childhood Education, Elementary Education, Language Arts, Mathematics Instruction, Migrant Education, Paraprofessional School Personnel, Spanish Speaking, Teacher Aides, Training, Validated Programs

target audience Approved by JDRP for Spanish/English bilingual children, preschool through grade 3, teachers, and aides (adult paraprofessionals with a high school education or near equivalent).

description *A training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool through third-grade children.*

Although the program was developed for a Spanish/English bilingual population and is oriented toward migrants, it can be used with any bilingual population if bilingual paraprofessionals do the actual teaching. The training and monitoring system relates only to the teaching skills used in the structured, mostly programmed component curriculum materials. Components (listed below) can be adopted separately.

There are two series of training instruments. The first trains trainers (professional staff) to use the second series, which the trainers use with paraprofessional teachers. Both series use observation forms to record actual training/teaching behaviors with criterion performance levels. The monitoring system includes observation forms (used to check maintenance of teaching behaviors) and measures adequacy of children's progress through curriculum mastery tests.

In English, the Language Component uses SRA DISTAR Language I and II (Science Research Associates, Inc.). Level I was translated into Spanish for the project by Bilingual Mini-Schools, which is now making the Spanish edition available at cost for dissemination to other sites.

In English, the Reading Component uses Phonics Primer (Student Behavior Lab), followed by Sullivan Programmed Reading Series (McGraw-Hill). In Spanish, the Reading Component uses the project-developed primer Comenzando a Leer to prepare children to work in Aprendiendo a Leer (Behavioral Research Laboratories).

The Math Component uses Singer Sets and Numbers (Random House) with project adaptation.

The Academic Preschool Component uses project-developed pre-DISTAR language (Spanish and English), pre-math (Spanish and English), and cultural activities; the University of Kansas Follow Through handwriting levels; and reading primers and English and Spanish DISTAR, identified above.

evidence of effectiveness In 1973, children's concepts were measured using the Cooperative Preschool Inventory before and after 200 days in the program. Pre/post percentile scores were as follows: age 3, 38/55; age 4, 56/72; age 5, 52/74. Corresponding data cumulative through 1977: age 3, 34/69; age 4, 35/70; age 5, 48/75.

implementation requirements A teacher or aide for every six to eight children for small-group instruction (scheduling may allow one teacher to serve a series of groups during the day), a trainer for on-site inservice training, and a part-time tester (could be paraprofessional) are required. For each component adopted, specified curriculum materials and training and testing instruments are needed. Developer requires adopters to furnish certain monitoring and test data.

financial requirements Free brochure gives an overview of the math, reading, language, and preschool academic readiness components, with publishers and approximate costs. Adopting site (or State Facilitator) may need to pay travel and per diem for developer-site personnel to provide on-site services. (Developer can send personnel from Texas or from Washington state.)

services available An NDN-funded Developer/Demonstrator project.

Personnel are available for on-site initial training of teachers and aides (estimate three days) and follow-up visits for additional training and monitoring, and for development of evaluation plan. Training personnel from adopting site may visit developer site for five-day intensive training in skills required for inservice training program. All training, testing, and project-developed curriculum materials furnished at cost, with right of local reproduction. Personnel also available to attend awareness meetings (costs to be negotiated).

contact Dianne Barr-Cole, Dissemination Coordinator; IBI; P.O. Box 2367; Pasco, WA 99302.
(509) 547-8441.

Developmental Funding: USOE ESEA Titles I and VII, and OCD   USOE JDRP No. 48   Approved: 4/9/73

PROJECT MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

descriptors Basic Skills, Computer Oriented Programs, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Health Programs, Interstate Programs, Migrant Education, Recordkeeping, Student Records, Validated Programs

target audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers, teacher's aides, nurses, counselors, and administrators.

description *An educational and health system for migrant children, preschool-12.*

This computerized system with 167 teletype terminals located in 44 states serves all 50 states, Puerto Rico, Guam, and American Samoa. Terminals submit student data on migrant children on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the United States Office of Education. The curriculum varies according to the established needs of migrant children at their various levels. Through the MSRTS, teachers have at their disposal special program, test, special interest, health, criterion, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

Presently the computer is being programmed to provide skill-based information on all children in the areas of reading, math, oral language, and early childhood skills. This information will then become part of the total history of every child in the development of his or her profile.

evidence of effectiveness Evaluations are conducted by each state to fulfill requirements of the United States Office of Education. Criteria used in making evaluations depend solely upon the states. Significant gains have been reported by some states. The most important achievement has been the marked increase nationwide in the number of migrant children graduating.

implementation requirements Interested adopters who have migrant children in their school plant or LEA need only write to the State Directors of Migrant Education in their respective states, making them aware of the migrant children in their particular school. Materials and implementation requirements can also be requested from the State Director in each state. Materials are provided to individual states at no cost.

financial requirements In fiscal year 1978, it cost approximately $2.97 per child to maintain all school and health records on a migrant child in the U.S. as he or she moved about with his or her parents in search of agricultural work. LEAs assume costs relative to the employment of personnel in their particular district.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome Monday through Friday, 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out of state (exemplary project staff pays their own costs). Project staff can attend out-of-state conferences (expenses are covered).

contact Winford "Joe" Miller, Director; Migrant Student Record Transfer System; Arch Ford Education Building; Little Rock, AR 72201. (501) 371-2719.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 19 Approved: 4/4-5/73

Compiled Summer 1979

PROJECT **NOMAD:** Needs and Objectives for Migrant Advancement and Development

descriptors

Career Education, Compensatory Education, Disadvantaged Youth, Diagnostic Teaching, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Mathematics Instruction, Migrant Education, Migrant Worker Projects, Parent Education, Reading Instruction, Tutorial Programs, Validated Programs

target audience

School Year Program approved by JDRP for students of all abilities, grades K-12; Summer Program approved for students ages 2.5-17 and young adults to age 21 if they have not received a high school diploma; Family Unit Program approved for total family, all abilities, all ages.

description

A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

The tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his/her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education. Teachers also serve as liaison between the home and school.

The summer program provides 6-8 weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, pre-vocational opportunities, and reading, math, language arts, science, and social studies. Students 10 years and older participate in three of the following pre-vocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and agricultural science. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual. Preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities planned are based on participants' needs. Activities include basic education, recreation, and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses, and a Sunday Fiesta Celebration.

The Family Unit component is an evening program designed to encourage total family involvement. The curriculum includes instruction in basic skills, home economics, and training parents in preschool education. Instruction takes place in a van located at the migrant camps.

evidence of effectiveness

All migrant students are pre- and posttested individually with Gates-MacGinitie Reading Test and Metropolitan Achievement Test, math section. Latest test data (1978-79, following JDRP approval) show that students gained an average of 2.8 months per month of instruction in reading and 2.6 months per month of instruction in math.

implementation requirements

Elementary and secondary teachers who are genuinely concerned with educating a disadvantaged and culturally different group are needed. Recruiters representative of the group to be served, aides, administrators, and curriculum and evaluation personnel who will accept the challenge are also needed. Sensitivity training on the needs of migrant students and training in diagnosing needs and prescribing activities are required. Space is needed for individual or small-group instruction.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. The cost of staffing depends on local school district salary schedules. The number of staff needed depends on the number of eligible students.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering its own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 21a Approved 4/9/73

Compiled Summer 1979

PROJECT SECONDARY CREDIT EXCHANGE PROGRAM

descriptors Career Education, Disadvantaged Youth, Dropout Prevention, Economically Disadvantaged, Educational Alternatives, Interstate Programs, Migrant Education, Out of School Youth, Secondary Education, Validated Programs

target audience Approved by JDRP for migrant high school students unable to attend school because they must work with their families during school hours.

description *A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.*

The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually in late afternoon or early evening. Certificated staff are employed and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English-speaking students and students who have dropped out but wish to return to school or pursue a GED.

evidence of effectiveness Significant gains in enrollment are evident in numerical comparisons before and after implementation of a Secondary Credit Exchange Program. Gains can also be seen in terms of credits needed compared with credits earned, as well as in cumulative number of graduates.

implementation requirements Adopter must have sufficient staff to provide a teacher-student ratio no greater than 1:10. Identification and recruitment staff are also required, as well as some kind of classroom facility. The program can begin with as few as three students in a tutoring situation, but the most practical size is 30-40 students. Project site visitation is recommended. Project director can provide inservice at adopter site.

financial requirements Per-pupil cost varies from $100-$150 per student, depending on the district. Costs are primarily for staff salaries. A wide variety of materials already found in most classrooms is used.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome. Project staff can attend out-of-state workshops and conferences and participate in inservice training. Expenses must be partially subsidized.

contact David W. Randall, State Coordinator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 77-113 Approved: 4/18/77

Compiled Summer 1979

PROJECT ST. JOHN VALLEY BILINGUAL EDUCATION PROGRAM

descriptors Biculturalism; Bilingual Education, Career Education, Elementary Education, Management Systems, Performance Based Education, Validated Programs

target audience Approved by JDRP for bilingual students, K-4. It has been used in other settings with grades 5-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A curriculum and management model for bilingual students of any culture, using supplementary curricula with performance-based objectives.*

The St. John Valley Bilingual Education project has been in operation since 1970. Located on the Canadian border, the area is strongly influenced by both French and English. Bilingual influence is demonstrated by 70-75% of students entering school. The project attempts to capitalize upon the use of the students' mother tongue to teach skills and content while the students learn English and English-taught skills and content. The program in the mother tongue consists of music, math, social studies, art, and French language skills (K-5), and math, social studies, science, native language/culture (6-11). The program in English includes similar content areas plus career education at the secondary level. Key objectives are identified by teachers, Title VII staff, and administrators. Instruction in the mother tongue is 30-45 minutes daily at all levels, with English used for the remainder of the day. The program functions within the regular curriculum with local implementation by teachers/administrators, so that minimal interference occurs in school philosophy, educational philosophies, and classroom management procedures. Although the program was developed for French, it is adoptable to any language and culture.

The K-4 program, an exemplary management model of the St. John Valley Bilingual Education project, is known and has been validated as Project Savoir.

(This project has been described in a Project Information Package.)

evidence of effectiveness Longitudinal data from standardized achievement tests (Metropolitan Achievement Tests, 1970; Common Concepts Foreign Language, 1962) and student achievement on behavioral objectives for program in English and program in French, evaluated annually, indicate that bilingual program participants achieve at or above national norms in reading, math, and language arts. Data K-4 available on request.

implementation requirements Decision to adopt must have support of parents, principals, and administrators. Inservice training for administrators, teachers, and teacher's aides is required. Adopter must develop materials reflecting local bilingual element. (Samples of project-developed curriculum packets for math, social studies, science, business education, health/physical education, and career education available at cost.) Number of bilingual teachers required varies with number of students in adopting district.

financial requirements Student booklets (35¢-$2 each), curriculum guides for K-5 program in French ($7.50), posters, slides, educational games (price list available on request). Program-developed curriculum booklets for various disciplines (some materials available at cost, others for nominal charge). Replacement costs of booklets and project-related materials, $2-$3 per student per year, K-5. No additional staffing is required, as program supplements existing curriculum.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials available at cost. D/D available for in- and out-of-state presentations (subject to budget considerations). Visitors welcome by appointment. Training and follow-up for adopting LEAs at project site or adopter site (costs to be arranged). Some additional training and follow-up materials available at no cost for adopting LEAs from Materials Development Center and BU Bilingual Resource and Teacher Training Center.

contact Allen J. Ouellette, Project VIBE, or David Veilleux, Program Director; St. John Valley Bilingual Education Program; P.O. Box 210; Madawaska, ME 04756. (207) 728-6377 or -4849.

Developmental Funding: USOE ESEA Title VII 37 USOE JDRP No. 75-54 Approved 6/24/75

Compiled Summer 1979

SECTION 4

CAREER/VOCATIONAL EDUCATION

project CAP: Boston Mountains Educational Cooperative's Career Awareness Program - Arkansas............. 4-3
A program for infusing career awareness into the regular elementary curriculum that emphasizes the relationship between careers and basic academic skills.

CAREER DEVELOPMENT PROGRAMS - Ohio.. 4-4
A career education effort that uses the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.

CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES) - California...................................... 4-5
A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

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A program aimed at dropout prevention at the secondary school level.

project CDCC: Career Development Centered Curriculum - Michigan.. 4-7
A sequentially coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making.

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A systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just a "job."

project ECOLogy (Environmental Career-Oriented Learning) - Washington....................................... 6-6
A project aimed at infusing ecological concepts, career information, and future understandings into basic skills subject matter by utilizing a format that is convenient for teachers to implement.

ECOS TRAINING INSTITUTE (ETI) - New York... 8-4
A program offering workshops designed to assist diverse local school districts with infusing environmental or career education components into their curriculum.

project EQUALITY - Washington.. 4-9
A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)] - West Virginia....... 4-10
An experience-based career education program operating in a community setting rather than in a traditional classroom.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)] - California......................... 2-7
An alternative program of secondary education that uses the entire community as a school.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory] - Oregon............ 2-8
A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)] [formerly RBS Experience-Based Career Education (EBCE)] - Pennsylvania.................................... 4-11
A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and postsecondary plans.

FLIT: Functional Literacy - California... 1-4
A functional reading literacy education program.

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping) - New Jersey... 4-12
A program that combines career education with human growth and development processes, sex-stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH) - California.................................... 4-13
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OCCUPATIONAL AND CAREER DEVELOPMENT - Georgia.. 4-14
A sequential career education program focusing on student awareness, exploration, and preparation.

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An exploratory, pre-vocational experience for all students in a general multiple-activity industrial arts shop.

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A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

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PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA) - Connecticut.......... 2-10
An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).

project R-3: Readiness, Relevancy and Reinforcement - California.......... 9-58
A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS - California.......... 4-17
A three-year student-oriented program designed to introduce secondary school students to allied health occupations.

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A staff-development project designed to help content area teachers minimize the gap between student reading abilities and reading requirements of printed instructional material.

PROJECT PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program

descriptors Basic Skills, Career Education, Elementary Education, Instructional Materials, Learning Modules, Occupational Information, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 1-6; supplementary Learning Activity Packets approved by JDRP for grades 7 and 8. Originally approved for grades 1-8, this program now operates primarily in grades 1-6.

description *A program for infusing career awareness into the regular elementary curriculum that emphasizes the relationship between careers and basic academic skills.*

Career awareness becomes an integral part of the total curriculum of pupils, grades K-8, through the use of Learning Activity Packets (LAPs). For each grade level there are 32 different packets, representing 30 occupations. Each packet includes a career story incorporating the concepts of work as a way of life, tools, tasks, training and education, traits, and economics. Opportunity is provided for pupils to exercise individual preferences, to use problem solving skills, to be creative, and to do some decision making. The packet also includes an academic skill. The worker's need for this skill, teaching facts or information, and practice activities for developing or improving pupil skill are provided in each packet. A posttest (review) covering the career concepts completes the packet. Care has been taken to show students that school subjects are important and related to the world of work.

The packets are designed to be completed in 15-30 minutes. They may be used to introduce, review, or reinforce their companion academic skills at the appropriate times.

evidence of effectiveness Project pupils show a significantly greater (.01 level) awareness of careers than students in comparable schools not infusing a career awareness program into their curricula (Evaluative Research Associates' Occupational Career Concepts and Worker Activities Tests, administered in 1976). This study shows that at minimal cost and without adding time to the daily schedule infusion of career concepts into a regular academic skill area results in greater career awareness.

implementation requirements Project staff provide a workshop (one or more days) for adopting district teachers and administrators, and return for monitoring or further inservice visits if requested. Experience has shown that administrator and teacher support results in a strong program.

financial requirements A set of 32 CAPS-LAPs (25 copies of each) and the teacher's manual for a single grade level: $105. Student materials may be purchased or reproduced by the adopter. Teacher's manual furnished to adopters at no cost.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available for out-of-state awareness conferences and training (expenses are covered). Training workshops are conducted at adopter site (expenses are covered).

contact Jeanne Leffler, Director, or Martha Rothrock, Assistant Director; Box 13; Greenland, AR 72737. (501) 443-3336.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 78-178 Approved: 5/24/78

PROJECT CAREER DEVELOPMENT PROGRAMS

descriptors Career Education, Community Resources, Decision Making Skills, Elementary Secondary Education, Occupational Information, Self Evaluation, Validated Programs

target audience Approved by JDRP for students in grades K-10 of all ability levels. Program has been used in other settings with grades 11 and 12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A career education effort that uses the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.*

There is a continual demonstration of the many relationships between school subjects taught and aspects of the world of work. The program conforms to the State of Ohio model; thus it provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). At the elementary level, the program develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self-worth. In grades 7-8, the wide range of occupations available, worker characteristics, relevance of school subjects to occupational areas, and evaluation of interests, aptitudes, and abilities receive the major emphasis. The exploration phase introduces in-depth studies in occupational areas of student choice, actual exploration and work experience, and value and interest clarification, with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all segments of the curriculum: individual and environment, education and training, world of work, economics, self, employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in the career education process.

evidence of effectiveness Process and product evaluation designs utilized were developed and conducted by Studies in Education. Testing included a large number of students in program and nonprogram schools. Results indicated that program efforts provided knowledge gains consistently higher for program students.

implementation requirements A single teacher, a school, or an entire district can adopt the program. One or more project coordinators are needed, depending on the size of the population to be served. Successful implementation depends on intensive staff inservice, where concepts, materials, and suggested activities are introduced. The project makes extensive use of community resources by means of special ongoing community-based programs involving local business, industry, and labor.

financial requirements Initial costs: K-6, $20 per student; 7-8, $25 per student; 9-10, $30 per student. Continuation costs after 3-4 years: K-6, $6 per student; 7-8, $7.50 per student; 9-10, $9 per student.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. One- or two-day initial training and awareness is provided at project site (adopter pays only its own costs). Follow-up technical assistance is provided by project staff at adopter sites.

contact Nick Topougis, Director of Career Education Programs, or Jerry Ryan, Associate Director;
65 Steiner Ave.; Akron, OH 44301. (216) 434-3404.

Developmental Funding: USOE BOAE USOE JDRP No. 78-181 Approved: 5/25/78

PROJECT CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES)

descriptors Attitudes, Basic Skills, Career Education, Decision Making Skills, Primary Education, Validated Programs

target audience Approved by JDRP for primary school children, grades K-6.

description *A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.*

Project CERES has developed instructional procedures to facilitate the infusion of career education concepts into the regular curriculum. The project staff has developed a career education matrix that identifies goals and objectives in seven areas; numerous infusion units; a variety of career education learning centers; a simulation program; a career education test for measuring student gains; a Program and Management System (PAMES) that establishes staff responsibilities; and a Career Education Inservice Model (CEIM) that guides career education activities.

The project strongly stressed staff development. Teachers developed curriculum materials under a performance contract that encouraged developers to be responsible for their work and delineated their future responsibilities.

evidence of effectiveness When compared with a control group, project students showed significant growth in their career development as reflected by their achievement of objectives representing seven areas of career education. Student growth was measured with a project-developed career education test.

implementation requirements The project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or schools. One to three days of staff training (depending on the adopter's needs) is advisable.

financial requirements Copies of unit development and staff inservice materials, instructional materials, tests, and reports are helpful. Release time is required for staff during inservice training.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Virginia H. Lish, Curriculum Specialist; Ceres School District; P.O. Box 307; Ceres, CA 95307. (209) 538-0148.

Developmental Funding: USOE Career Education and VEA Part D USOE JDRP No. 78-182 Approved: 5/25/78

Compiled Summer 1979

PROJECT CAREER INTERN PROGRAM

descriptors

Career Education, Dropout Prevention, Educational Alternatives, Independent Study, Individualized Instruction, Secondary Education, Validated Programs

target audience

Approved by JDRP for students, grades 10-12, who have been designated by school officials as having dropped out of school or as having the potential to drop out.

description

A program aimed at dropout prevention at the secondary school level.

Applicants are dropout and potential dropout students from Philadelphia high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels.

After prospective interns (students) are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program.

Interns are exposed to the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. In addition, career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consist of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks.

During the second phase, interns are exposed to individualized instruction and independent study. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue.

The third phase commences when the interns are prepared to graduate. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

evidence of effectiveness

Formative and summative research design utilizing several cohorts of experimental, control, and comparison groups. The rigorous research was conducted for approximately two years by an independent research firm.

implementation requirements

Staffing requirements include eight full-time instructors, a director, an administrative secretary, a receptionist/clerk typist, a school coordinator, an instructional supervisor, a career counseling supervisor, three counselors, two career developers, two associate professionals (an instructional aide and a counseling aide), a curriculum liaison/resource center specialist, four secretaries, and two custodians. Space requirements include eight classrooms, a counseling area, office space, and a lunchroom area. Although a school district is the usual unit of adoption, the program can be implemented in a single school.

financial requirements

Annual cost per pupil, $2,384.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Robert Jackson, Program Manager; Division of Special Programs; OICs of America, Inc.; 100 W. Coulter St.; Philadelphia, PA 19144. (215) 438-9800.

Developmental Funding: National Institute of Education USOE JDRP No. 77-119 Approved: 6/1/77

PROJECT PROJECT CDCC: Career Development Centered Curriculum

descriptors Basic Skills, Career Education, Community Resources, Daily Living Skills, Decision Making Skills, Elementary Education, Role Playing, Self Concept, Validated Programs

target audience Approved by JDRP for students of all ability levels in grades K-6.

description *A sequentially coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making.*

A career is the combination of a person's continually changing occupational, family, civic, and leisure life roles. This program intends to help children move through the career development process as smoothly as possible, and understand that basic skills such as math, reading, and writing are used daily in the "outside world." The three major outcomes of the program are: increased awareness of life roles, development of and practice with decision-making skills, and enhanced self-concept formulation.

The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. Each unit contains goals, objectives, specific instructional strategies, suggested resources, and evaluation instrumentation. The units are interdisciplinary in that they include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth. The units, which were developed by teachers and counselors, include a variety of teaching strategies, such as role-playing, discussions, work sheets, field trips, use of role models, use of audio-visual materials, etc. They include evaluation strategies (both observational and paper-and-pencil) based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of one to three weeks. One unit is taught during each nine-week grading period at each grade level. The project's inservice component assists teachers in planning for and implementing unit activities in their classrooms. Many of the unit topics and activities are familiar to many teachers. However, what this program has to offer is a set of well-developed teaching materials that are sequenced, coordinated between grade levels, easily adapted, and designed to be incorporated into existing social studies and science curricula, with built-in evaluation components and high-interest activities for children.

Although the program was developed in a rural middle-class setting, it is working well in a variety of other school settings throughout the state of Michigan.

evidence of effectiveness Student performance on criterion-referenced objectives at both the developmental site and the experimental site showed a marked difference from those at the control site. Evaluation was conducted in 1974.

implementation requirements Provide awareness information to all staff who might be involved; arrange for them to examine the units at leisure. Identify volunteer teachers who will commit themselves to inservice and agree to pilot the units for one year. Pilot group may consist of 7-28 teachers, with a minimum of one per grade level, K-6. Arrange for two consecutive days of inservice for volunteer teachers and their principals. Obtain necessary training materials and instruction units. Provide two field trips per classroom. Identify local person to facilitate adoption (usually a principal). Collect evaluation data. Consider expansion to other staff.

financial requirements Two days of release time for teachers during inservice training. A set of four units for each teacher ($2.25/unit). A set of training materials for each participant in the inservice workshop ($2 each). Duplication of evaluation and activity sheets in student quantities (approximately 70¢/student). Fee and travel expenses for inservice trainer.

services available No special network funding supports this project's dissemination efforts.

Awareness materials available. A thorough examination of the instructional units by teachers has proven to be more beneficial than a team visitation to the project. If personal contact is desired, an awareness session can be arranged, with slides, transparencies, and handout materials for the entire staff. A pre-implementation training workshop (two full days) for teachers and principals is conducted at the adopter's site.

contact Lee Downey, Project Director; Coloma Community Schools; Administration Building; P.O. Box 218; Boyer Rd.; Coloma, MI 49038. (616) 468-6785, ext. 46.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 78-168 Approved: 3/16/78

PROJECT PROJECT DISCOVERY

descriptors Career Education, Instructional Materials, Learning Modules, Occupational Guidance, Occupational Information, Secondary Education, Simulation, Validated Programs

target audience Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, the deprived, and the handicapped, as well as "typical" populations.

description *A systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just a "job."*

Project Discovery package activities can be used alone, for exploration, or combined with other activities (career information materials, shadowing, Experience-Based Career Education, work evaluation, and employability skills training) to form a more comprehensive system. Thirty-two explorations and a Guidance and Counseling Component comprise the "Regular Edition." Packages contain hardware and software necessary to perform work activities. These activities include individualized, written instructions (fifth/sixth-grade reading level) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

Fourteen exploration packages ("Special Edition") are designed for special needs populations, including poor readers. Modifications of the "Regular Edition" were based on field testing in schools. The resulting changes include a lower reading level (third/fourth-grade), addition of an introductory book for each package, and a revised set of guidance and counseling materials. The Guidance and Counseling Component allows staff to help participants more effectively "process" these experiences. Guidance materials include a manual, instructor's notes for each package, and a 16 mm film. These materials support five functions: staff orientation, participant orientation, package details, experience processing, and integration.

evidence of effectiveness Project Discovery increases participants' experience base and heightens awareness of the kinds of work for which their abilities and interests suit them. Experimental and control groups (368 students at four schools) were pre- and posttested over a two-year period with the Majure Assessment of Discovery Exploration. Evaluation of test results shows that the greater the group mean for Project Discovery packages explored, the greater the mean change on all scales. Data available.

implementation requirements The Discovery approach offers various adoption possibilities. There are numerous models, but most follow one of three basic formats: the Career Exploration Center Approach, where all packages are located in one large open or subdivided area with students scheduled for explorations; the Multiple Classroom Approach, with packages located in two or more rooms with separate staffings; and Mobile Approaches, where packages are circulated among different buildings or transported in a mobile lab. Staffing requirements vary accordingly. Lab course teachers are often selected, but any teacher dedicated to individualized instruction is suitable.

financial requirements Complete system of 32 Project Discovery Exploration Packages plus Guidance and Counseling Component, $9,760. "Special Edition" system of 14 Project Discovery Exploration Packages plus Guidance and Counseling Component, $6,155. Individual packages, from $45 to $2,255 (Health Cluster). Guidance and Counseling Component included at no cost on all orders over $3,000 (for Regular Edition; over $2,000 for Special Edition).

services available An NDN-funded Developer/Demonstrator project.

Awareness materials available at no cost. Visitation to demonstration sites can be arranged. Awareness and training sessions for adopters/adapters are available. Consultation for program design and development, proposal and funding applications, and evaluation design can be provided (service costs to be negotiated).

contact Ron Curtis, Director of Education; Southwest Iowa Learning Resources Center; 401 Reed St.; Red Oak, IA 51566. (712) 623-4913.

Developmental Funding: USOE BEH, and Career Education USOE JDRP No. 78-161 Approved: 3/15/78

PROJECT PROJECT EQUALITY

descriptors

Career Education, Discriminatory Attitudes (Social), Elementary Education, Family Life, Sex Role, Sex Stereotypes, Simulation, Validated Programs

target audience

Approved by JDRP for grades K-6.

description

A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

Project Equality proposes to reduce sex-role stereotyping in students, grades K-6, with materials designed to counter such stereotypes in occupational and home sex roles. Project-developed materials which may be used independently or in combination provide students with nontraditional sex-role models. All materials are self-contained, easily adapted to a variety of classroom settings, require no additional staffing, and fit within the context of subjects the teacher is already expected to cover. Most require 15-45 minutes' use per day over a two- to three-week period. Activities are simple, interesting, and experiential, making them usable with students of different ability levels. Six Occupation Simulation Packets ($5 each) feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Discussion questions emphasize these points. The six packets ("Color Discrimination" and "Crawling and Squatting" for grades K-2, "Assembling" and "Creativity" for grades 3-4, and "Measuring" and "Oral Persuasion" for grades 5-6) are sensitive to many kinds of discrimination; illustrations show a mix of races and sexes, and K-2 packets include a discussion of how to deal with handicapped children. Packets include lesson plans and a list of required support materials. Kits containing all required support materials are available, ranging in price from $175-$365. The Yellow, Blue and Red Book, for grades 1-6 ($50), is a large loose-leaf notebook containing many ideas for short-term activities that help teacher and students expand their awareness of sex-role stereotyping and broaden their views of sex roles in the home and appropriate job opportunities for qualified people. Activities in the yellow area take 10-20 minutes to carry out, those in the blue area require 20-40 minutes, and those in the red, more than 40 minutes. Many Thousand Words -- Work Pictures, for grades 1-6 ($40), is a loose-leaf book containing pictures of women and men, girls and boys in a variety of nonstereotyped work settings at home, at school, and in the community; a variety of skills and abilities is depicted. Discussion questions focus on the job skills needed and on whether possession of those skills is limited to a certain sex.

evidence of effectiveness

Pre- and posttesting of 5259 students in six school districts with the Who Should test (an objective instrument designed to assess degree of sex role stereotyping) was conducted in 1977-78. After exposure to Project Equality materials, primary students showed a 17.3% reduction and intermediate students a 16.1% reduction in sex role stereotyping. Control groups showed little change. Results were statistically significant at less than the .005 level.

implementation requirements

Staff: district career education director and/or curriculum director, principal, school librarian, and six teachers. Training: one one and one-half day training session; two half-day follow-up meetings. Total cost for staff development of implementation team: $650, including cost of substitutes at $35 a day.

financial requirements

If all materials are used, total cost is $1,595. Estimated continuation cost: $75 a year. Materials can be used by all district elementary schools in turn. Assuming 3,000 K-6 students in a district, first year per-pupil cost of implementing program is 76¢.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs.) Training is also conducted at adopter site (expenses must be paid).

contact John Ross, Director of Federal Programs; Highline School District; 15675 Ambaum Blvd. SW; Seattle, WA 98166. (206) 433-2454.

Developmental Funding: USOE ESEA Title III and IV-C and
Women's Educational Equity Act Program

USOE JDRP No. 78-180 Approved: 5/25/78

Compiled Summer 1979

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)]

descriptors Career Choice, Career Education, Community Resources, Cooperative Education, Decision Making Skills, Educational Alternatives, Occupational Information, Secondary Education, Validated Programs, Work Experience Programs

target audience Approved by JDRP for students, grades 9-12, who wish to learn about and explore career options through experience, who want minimal entry-level skills, and those entering college who want to test tentative career choices.

description *An experience-based career education program operating in a community setting rather than in a traditional classroom.*

The Experience-Based Career Education (EBCE) program developed by the Appalachia Educational Laboratory (AEL) is an alternative program implemented by the school systems of 20 states at the junior/senior level of high school. Through EBCE, students earn academic credits; explore the real dimensions of many careers; learn about who they are and what they want to become; and master some of the skills they will need to successfully negotiate the complex world of adult living. Their goal should not be to train for one preselected job, but to discover by direct experience which career(s) they consider most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do their studying in the context of real sites with people in the community; not simply to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin initiating plans for career development. Implementation of EBCE requires the training of two kinds of professionals not found in the traditional school: a learning coordinator and an experience-site analyst.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness Student Attitude Survey, Comprehensive Tests of Basic Skills, Career Maturity Inventory, and JOBS (sex-roles stereotyping test) were administered pre/post to EBCE and comparison students during the last five years. Results favored EBCE students in cognitive and affective areas. Parents and employers commented favorably. EBCE graduates support and testify to its positive impact.

implementation requirements Adopter should first contact the Laboratory to arrange a visit to an AEL/EBCE demonstration site. (Sites now operate in 20 states.) After affirming local need for EBCE, adopter may either buy the program, write a joint proposal with AEL, or secure funding on its own. Adopter may then arrange a local presentation of EBCE by AEL. The staff, including learning coordinators and an experience-site analyst, are selected and training is undertaken. Adopters obtain program materials and documents to accommodate one learning coordinator to 20 students. Adopter will then analyze sites and recruit students for the start-up, a process requiring three to four months' lead time.

financial requirements The instructional "systems" for EBCE are highly structured, yet simple to operate; a price list is available. AEL has determined that implementation costs typically include: a feasibility study, learning coordinator and experience-site analyst training, technical assistance, and travel and per diem for AEL technical assistance staff.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at cost. Visitors are welcome by appointment, both at project site and at other demonstration sites in project state. Project staff can attend out-of-state awareness conferences (expenses must be partially subsidized). Training is conducted at the project site (adopting site must cover all trainer costs, as well as own costs) and out of state (exemplary project staff costs must be paid).

contact Harold Henderson, Director; EBCE Program; Appalachia Educational Laboratory; P.O. Box 1348; Charleston, WV 25325. (304) 344-8371.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1979

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PROJECT

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)]
[formerly RBS Experience-Based Career Education (EBCE)]

descriptors

Career Choice, Career Education, Communication Skills, Community Resources, Cooperative Education, Daily Living Skills, Mathematics, Occupational Guidance, School Community Cooperation, Secondary Education, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades 9-12; teachers who develop community-based learning activities for students; school/community cooperation groups. This program has also been used in eighth grade, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and postsecondary plans.

This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth in student perceptions of their environment; enhanced motivation to learn; and increased ability to plan, solve problems, make decisions, and take action. Three interrelated components form the Research for Better Schools Experience-Based Career Education Program: Career Development, Career Guidance, and the Academic Resource Center. The most visible component, and the one that distinguishes this EBCE program from others, is Career Development. Career Development directs students into the community for career explorations and contact with working adults. Career Guidance helps students to integrate their job-site activities with personal and academic interests, needs, and skills. This integration is accomplished through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communications skills. The existing school program provides the remainder of students' academic needs.

RBS EBCE is designed to be part of the existing school program. Once a week students leave school and spend the day in the community at a business, government office, or service agency participating in specific preplanned activities. Students spend two periods a week in group guidance sessions. Guidance sessions serve both as an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences. The group works with a process skills curriculum, The Career Clarification Program: A Problem-Solving Approach, designed primarily for students in their first year of the program. RBS EBCE was not developed for use in a rigid, predetermined manner. It was meant to be stretched and molded to fit the circumstances of the particular community and school district. The program is still operating at the demonstration site in Philadelphia and it is being used nationwide, in school districts with a variety of demographic and geographic characteristics.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness

An experimental evaluation design was conducted at the demonstration site from 1974 through 1976. Experimental and control groups were tested with eight standard instruments to measure career maturity, attitude toward learning environment, self-concept, and basic skills. Results support program effectiveness in all areas. The program also appears to reduce school dropout rates.

implementation requirements

Existing staff are utilized to develop and implement the program. However, traditional roles need to be redefined and redefined roles must be extended into the community. The learning activities that take place in the community are structured by school people in cooperation with community participants. The guidance curriculum presents a new type of situation for some school staff, and the individualized instruction in basic skills represents a new challenge for others.

financial requirements

RBS offers a set of administrative guides, curricula, and procedure handbooks for approximately $70. Student materials for the guidance curriculum cost $5 per student. Materials to implement an individualized learning center involve substantial costs. Staff time is required for initial community recruitment and for development of community-based learning activities.

services available

No special network funding supports this project's dissemination efforts.

RBS materials and services provide local school districts with support necessary to plan, adapt, implement, operate, evaluate, and continue to develop their own EBCE programs. Available materials include: overview, planning, implementation, and evaluation materials. Available services include: awareness sessions, planning sessions, training workshops, technical assistance, and evaluation services.

contact

Louis Maguire, Development Division Director; Research for Better Schools, Inc.; 444 N. 3rd St.;
Philadelphia, PA 19123. (215) 574-9300.

Developmental Funding: National Institute of Education   USOE JDRP No. 75-22   Approved: 5/7/75

Compiled Summer 1979

PROJECT

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping)

descriptors

Career Choice, Career Education, Decision Making Skills, Developmental Tasks, Elementary Secondary Education, Self Evaluation, Sex Stereotypes, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades 4-9. It has been used in other settings with grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program that combines career education with human growth and development processes, sex-stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

Project HEAR consists of Primary, Intermediate, and Secondary Learning Units, each integrated into a student's regular curriculum over a 45-day time span. Learning Units are sequentially organized, upgraded, and designed for use in any existing classroom structure with any discipline; they may be adapted to multiple learning needs. The developmental tasks of each learning unit are geared to differences in learning level. Because the learning needs of twelfth-grade students are different from those of eighth- and fourth-grade students, and because individual learning styles also differ, Project HEAR's materials combine reading, writing, verbal, audio-visual, simulation gaming, and kinesthetic learning experiences. Activities are varied and afford students opportunities to work individually and in large and small groups.

Project HEAR aims to expose students to the concepts of growth and change and to make them aware of their needs, skills, strengths, aptitudes, feelings, and motivations. The course relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' attitudes toward the world of work and to break down occupational stereotypes. At the upper levels, the program aims to increase students' knowledge of the world of work and to align their occupational choices with their occupational interests.

Project HEAR's curriculum is designed to help students explore themselves without judgement of success or failure, lead students to a successively widening exploration of the world outside themselves, and teach students decision-making skills and provide skill-building activities. Self-awareness, career awareness, and decision making are the threads that weave the project's components together and the respective foci of the Primary, Intermediate, and Secondary Learning Units.

evidence of effectiveness

The program is effective in reducing the impact of gender-role limitations. Data collected from locally developed instruments in 1976 were analyzed by a pre/post contrast of experimental and control groups. Two years later, a second experimental design confirmed Project HEAR's effectiveness.

implementation requirements

No special facilities or equipment are needed for successful implementation. Curriculum units are packaged in classroom sets with supplies for 30 students. Staff training by project development personnel is recommended for adoptions involving more than eight teachers. Each training session is uniquely developed for adopters and averages two days.

financial requirements

Materials costs for 1978-79: Primary Unit, $68.37; Intermediate Unit, $64.49; Secondary Unit, $86.24. A surcharge of 15% covers handling and storage. The only consumables are the unit workbooks, which can be replaced.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact

Joel Geller, Director; Project HEAR; Cogent Associates; 575 Ewing St.; Princeton, NJ 08540. (609) 921-1484.

Developmental Funding: USOE ESEA Titles III and IV-C USOE JDRP No. 78-185 Approved: 5/31/78

Compiled Summer 1979

PROJECT MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)

descriptors Career Education, Educational Objectives, Elementary Secondary Education, Individualized Programs, Self Evaluation, Simulation, Staff Improvement, Validated Programs

target audience Approved by JDRP for students of all abilities, K-8, and their teachers.

description *A program designed to infuse career education into the regular K-8 curriculum, with a component for staff development and self-evaluation.*

Project MATCH is designed to infuse a career education component into the regular curriculum of a K-8 school district program. The program emphasizes career education in three ways: by an infusion process built around the various content areas; experiential activities within the classroom for real world understanding; and wide-ranging study and research opportunities centered in career education yet keyed to the content areas. The project has developed behavioral objectives in 10 areas of career education; a grade-by-grade guide to achieving these objectives; a series of curriculum infusion units that integrate career education concepts into most curriculum areas; special individualized programs; a simulation program in civics; and career education evaluation instruments (both formative and summative). Training sessions for program implementation have also been developed. During the two-day inservice session, teachers are introduced to the project and how to assist in planning for implementation and evaluation. Optional inservice for professional development is also available.

evidence of effectiveness When compared with a comparable control group, project students showed far greater growth in career development as evidenced by their achievement of objectives in 10 areas of career education. Student growth was assessed by project-developed evaluation instruments with a high degree of validity and reliability.

implementation requirements The project's activities are easily transportable; they can be implemented by teachers without disrupting existing programs and without adding special periods, special counseling, or staff. The program can be adopted by individual teachers and/or schools. Project materials and evaluation instruments are needed for implementation. A staff training program of one to three days should be planned, based on needs of the adopter and the adaptation plan.

financial requirements One set of project materials (K-8), $400. Consumables, $100. Costs are less if grade span of adopting school is less than K-8. Guides for implementation are included in the project materials.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available upon request. Visitors are welcome anytime. At least two days of inservice and technical assistance are suggested. Training can be conducted on-site (adopting sites must partially subsidize trainer costs as well as covering own costs). Project staff can attend out-of-state awareness conferences (expenses must be partially subsidized). Training is conducted out of state (exemplary project staff costs must be paid).

contact Darvel Allred, Project Specialist; Ontario-Montclair School District; 950 West "D" St.; P.O. Box 313; Ontario, CA 91761. (714) 983-7412 or -9501, ext. 235.

Developmental Funding: USOE ESEA Title IV-C USOE JDRP No. 78-167 Approved: 3/16/78

PROJECT OCCUPATIONAL AND CAREER DEVELOPMENT

descriptors Career Education, Community Resources, Decision Making Skills, Elementary Secondary Education, Occupational Information, Self Evaluation, Units of Study, Validated Programs

target audience Approved by JDRP for students of all ability levels, grades K-12.

description

A sequential career education program focusing on student awareness, exploration, and preparation.

The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: student evaluation of self-characteristics; exploration of broad occupational areas; introduction to the economic and social values of work; introduction to the psychological and sociological values of work; consideration of educational and training alternatives; and development of student decision-making skills related to the other goals.

Analysis of the above goals has led to the development of six elements that have been incorporated into career education activities on all grade levels. These elements are: hands-on activities; role playing; field trips into the community; resource people in the classroom; subject matter tie-ins; and introduction to occupations in the community relevant to students' interests and abilities.

The unit approach was chosen as the original structural framework for implementing career education because Cobb County teachers felt more comfortable with units. The concurrent and overlapping nature of the elements stimulated individual creativity and permitted flexibility within any given unit. Teachers were encouraged to plan unit activities related to the curriculum and focused on students' interests and abilities. Through use of the six elements and the unit approach, teachers were given a basic framework with which to develop activities to meet their students' needs.

evidence of effectiveness Project evaluation conducted by North Carolina State University over a three-year period through tests of 500+ students (treatment and control). Process evaluation by Georgia Department of Education and USOE. Goals and objectives stated at project outset were achieved to a significant degree. Validated by USOE for replication.

implementation requirements Project may be implemented by a single teacher, but effectiveness is increased if small groups of teachers are involved in staff development workshops where concepts, materials, and suggested activities are introduced and experienced. Such workshops should be conducted with teachers grouped according to year/grade levels or subject areas.

financial requirements Forty-six Elementary Curriculum Units, $70; 51 Elementary-Middle School Curriculum Units, $80; 30 Middle School-Senior High Units, $50; complete set of 64 units, $90. Usually, existing allotments for staff development can be used. Additional per-pupil cost is negligible, depending on available resources. Program costs can be managed through alternative use of existing materials and utilization of other resources.

services available No special network funding supports this project's dissemination efforts.

Curriculum-centered units and other materials are available at cost to serve as planning guides. Limited visitation is available by appointment. No training is conducted on-site. Training can be conducted off-site on a limited basis (staff costs must be paid).

contact Judy Comer, Career Education Supervisor; Cobb County Public Schools; P.O. Box 1088;
Marietta, GA 30061. (404) 422-9171.

Developmental Funding: USOE BOAE USOE JDRP No. 74-7 Approved: 1/18/74

PROJECT OCCUPATIONAL VERSATILITY (O.V.)

descriptors

Career Education, Elementary Secondary Education, Independent Study, Industrial Arts, Prevocational Education, Validated Programs, Vocational Educational

target audience

Approved by JDRP for grades 6-9 in industrial arts. It has been used in other industrial arts settings with grades K-5 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An exploratory, pre-vocational experience for all students in a general multiple-activity industrial arts shop.

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout the learning procedure, the educator creates the scene in which the learner functions and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers. O.V. has been applied in one-teacher shops.

The O.V. method has been expanded into four phases: the Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase, for the high school. Efforts are underway to merge the O.V. method with the American Industry Project, a study of the free-enterprise system. Adaptions of the O.V. method have also been applied to the home economics and art areas.

(This project was originally developed and validated at the Highline School District, Seattle, Washington.)

evidence of effectiveness

In 1970-71, on the Childhood Attitude Inventory for Problem Solving, O.V. students (n=118) scored 111.72 compared to non-O.V. students (n=137) who scored 107.46 (significantly higher at .01 level). In 1977, O.V. students (n=40) on the same test scored 111.32 (significant at .01 level).

implementation requirements

O.V. is more commonly adapted than adopted; specific requirements are not listed here, due to the flexibility of adaptions. The O.V. Installation Manual has worksheets that cover all expenses and obligations. A workshop and/or visitation to demonstration sites (not mandatory) will assist the adapter in determining the extent of implementation desired. A model adoption proposal for Title IV-C funding is available through State Facilitators and/or the project office.

financial requirements

Installation costs vary greatly, since they depend on what materials are available and what degree of implementation a district wants. Installation Manual has a section intended to aid adopter in determining the cost of desired program. Manual may be purchased for $13.50 (including postage and handling) from: Jim Grossnicklaus; Albany Union H.S. District 8J; 2310 S. Elm St.; Albany, OR 97321.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge or at cost. O.V. has 23 trainers and 10 presenters throughout the country. A list of these trainers can be obtained from the project office. Awareness presentations and workshops are available at demonstration sites and/or adopter sites (costs to be arranged). Demonstration sites (at project and out-of-state) may be visited by appointment at any time during the school year. Training and implementation services are provided at project site and adopter site (costs to be arranged).

contact

John Lavender, Director; Occupational Versatility; Division of Technology; Arizona State University; Tempe, AZ 85281. (602) 965-7410.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 12   Approved: 4/16/73

Compiled Summer 1979

PROJECT PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

descriptors Career Awareness, Career Education, Community Resources, Decision Making Skills, Elementary Secondary Education, Humanistic Education, Instructional Materials, Interdisciplinary Approach, Parent Participation, Self Concept, Self Evaluation, Validated Programs, Work Experience Programs

target audience Approved by JDRP for students of all abilities, grades 4-12, teachers, administrators, counselors, and community members. It has been used in grades K-3, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.*

The Pima County Developmental Career Guidance Project is a state-funded interdistrict organization that coordinates or delivers a variety of career education services to all county schools. The project has several major components: direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of adding numbers on blank paper.

Elementary level activities focus on self-awareness, self-esteem, and an introduction to career areas. Activities in grades 7-9 focus on wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students actual exposure to work.

evidence of effectiveness As a result of high levels of exposure to this career education program, a sample of county students in grades 4-12 performed better in all categories tested, as measured by a locally developed Careers Test, than a comparable sample of students with low exposure to the program. The program has been externally evaluated since 1972.

implementation requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time.

financial requirements Costs vary with local salary schedules, facility costs, and amount of teacher-training time.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

contact Barbara Hanson, Program Manager; Pima County Developmental Career Guidance Project; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-2397.

Developmental Funding: USOE Educational Professions Development Act

USOE JDRP No. 78-177 Approved 8/10/78

PROJECT UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS

descriptors Career Education, Health Occupations, Instructional Aids, Secondary Education, Validated Programs

target audience Approved by JDRP for secondary students.

description *A three-year student-oriented program designed to introduce secondary school students to allied health occupations.*

The purposes of the program are to acquaint students with the allied health field and provide them with training in it; offer students positive educational experiences to encourage and motivate them to continue their education; give students skills and information with which they can compete and move upward in the world of work; give students a better understanding of the health field to make them better consumers of its services; and guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives are based on inventories of tasks requisite to specific health careers, ranging from Biomedical Photography to Ward Management.

evidence of effectiveness This project -- as it was applied in a number of Los Angeles area high schools -- was evaluated by Dr. Clarence Fielstra. The results of his evaluation are available upon request for a nominal fee.

implementation requirements For one classroom, a minimum of one instructor is needed to serve as both instructor and coordinator. For more than one class, one instructor per class, in addition to the coordinator, will be needed. Clinical instructors are needed at health care facilities. Also necessary for implementation are the teacher manual, the student manual, and a program guide for the coordinator. Normal classroom facilities provide sufficient space.

financial requirements Teacher's manual, $20; Comparative Medical Practices (set of 80 colored slides for use with teacher's manual), $50; student manual (one per student), $5; student training record booklets (nursing, clinical lab assistant), 35¢ each; coordinator's program guide, $5.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. No training is conducted at the project site. Training may be conducted out of state. Project staff may be able to attend out-of-state conferences.

contact Miles H. Anderson; University of California Extension; Allied Health Professions; 617 UNEX Bldg.; 10995 LeConte Ave.; Los Angeles, CA 90024. (213) 825-2608.

Developmental Funding: USOE BOAE USOE JDRP No. 73-1 Approved: 12/13/73

SECTION 5

EARLY CHILDHOOD/PARENT READINESS/PARENT INVOLVEMENT

ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION - Colorado 5-5
An early childhood education program built on the belief that parents are their child's first and most effective teachers.

AKRON FOLLOW THROUGH: SELECTED EDUCATIONAL LEARNING FUNDAMENTALS (SELF) - Ohio 5-6
An individualized structural, sequential instruction program in mathematics that leads to proficiency in the basic skills.

ALPHAPHONICS: Reading Readiness Training Program - California 9-9
A 26-week success-oriented reading readiness program employing an organized phonics system to be used as a foundation for any reading system or program.

BAPTIST HILL KINDERGARTEN - Alabama 5-7
A school readiness project for five-year-old children who are educationally disadvantaged.

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT - Missouri 5-8
A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

the CHILD DEVELOPMENT CENTER - California 5-9
A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.

CHILD-PARENT CENTERS ACTIVITY (CPC) - Illinois 5-10
An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

CLINCH-POWELL EDUCATIONAL COOPERATIVE: Home-Based Early Childhood Education Program - Tennessee 5-11
A home-based early childhood education program using parents as the primary teachers of their own children.

COGNITIVELY ORIENTED PRESCHOOL CURRICULUM - Michigan 5-12
A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

COMMUNICATION PROGRAMS - Washington 5-13
A program to help young children who have a variety of communication and language handicaps.

COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH PROGRAM - New York 5-14
A public school K-3 program for income-eligible children.

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project) - Wisconsin 5-15
A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

COPE: Cognitively Oriented Pre-Primary Experience - Pennsylvania 5-16
A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT - New Jersey 5-17
A performance-objective, individualized curriculum based on developmental norms, providing a management system for individualization and leading to proficiency in the basic skills.

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER - Ohio 9-22
A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language.

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project - Florida 5-18
A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN - Ohio 5-19
A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC) - Florida 9-25
A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

EARLY PREVENTION OF SCHOOL FAILURE - Illinois 5-20
A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH - Illinois 5-21
A comprehensive early childhood program for students, grades K-3.

project ERIN: Early Recognition Intervention Network - Massachusetts 10-10
Coordinated training programs and service delivery systems aimed at harnessing the learning environment/materials, adult intervention to teach young children with special needs.

EVERY CHILD A WINNER With Movement Education - Georgia 12-6
An individualized movement-education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

EXPANDED SERVICES IN EARLY LEARNING, READING, AND MATHEMATICS - Louisiana 9-27
A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (SETON HALL PROGRAM) - Minnesota 5-22
A program that prepares the parent to be the child's first and most significant teacher.

FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center [formerly Flint Direct Instruction Follow Through Project] - Michigan 9-28
A parent-implemented program using the Direct Instruction Method of Teaching Reading, Language, and Arithmetic to potentially low-achieving children.

FOLLOW THROUGH -- PORTAGEVILLE UNIT - Missouri 5-23
A highly structured behavior modification approach to primary education.

GEMS: Goal-based Educational Management System - Utah 9-30
A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

project HOME BASE - Washington 5-24
A program for "helping parents teach their own."

HOME START - Iowa 5-25
A readiness program for preschoolers who have been identified as showing a need for professional services before formal schooling takes place.

INDIANAPOLIS FOLLOW THROUGH PROJECT [formerly Indianapolis Behavior Analysis Follow Through Project(I-BAFT)] - Indiana 5-26
A program using the Behavior Analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling.

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI) - Washington 3-8
A training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool through third-grade children.

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology - Nebraska 9-40
A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center [formerly Kansas City Behavior Analysis (BA) Follow Through Project #1: Resource Center] - Missouri 5-27
An individualized K-3 basic skills program with built-in motivation.

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER - Mississippi 9-43
A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.

MARC: Multisensory Approach to Reading and Reading Readiness Curriculum - Florida 9-44
A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project - New York 5-28
A voluntary home-based program for preventing educational disadvantage by enhancing parent-child interaction with children 2-4 years old.

MECCA: Make Every Child Capable of Achieving - Connecticut 5-29
An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) - Arkansas 3-9
An educational and health system for migrant children, preschool-12.

MODIFICATION OF CHILDREN'S ORAL LANGUAGE - California 10-14
A special program for training staff to work with students having language disabilities.

NEW ADVENTURE: Success Strategies for Reading and Language - Florida 9-49
Comprehensive early childhood language arts and classroom discipline.

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT - Montana 5-30
An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher's aides.

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: LEARNING THROUGH LITERATURE - California.......... 5-31
A interdisciplinary approach utilizing a literature-centered curriculum for students in grades K-2.

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School) - Missouri.......... 5-32
A program available to all preschool children, birth through four years, structured to increase each child's chances for success in school.

PARENT READINESS EDUCATION PROJECT (PREP) - Michigan.......... 5-33
An early-intervention project for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children and high school students learn pre-parenting skills while working with children.

PEECH: Precise Early Education for Children with Handicaps - Illinois.......... 10-18
An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3 - Illinois.......... 10-19
A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.

PERCEPTION+ - New Jersey.......... 5-34
A prerequisite to any formal learning discipline.

PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC) [formerly Behavior Analysis Resource Center (BARC) (Pratt-Arnold School, Philadelphia, PA)] - Pennsylvania.......... 9-54
A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program.

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT - Arizona.......... 4-16
A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

the PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children - Wisconsin.......... 5-35
A home-teaching program serving multicategorical handicapped children from birth to six years of age.

PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I - Iowa.......... 5-36
A program designed to provide individually prescribed educational activities for disadvantaged children, age 4.

PRIOR: PReschool and Improvement Of Reading - Colorado.......... 9-56
A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school.

PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME - Washington.......... 5-37
A program designed to accelerate and maintain developmental gains of children with Down's syndrome, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.

a PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS - Texas.......... 10-21
A home intervention program involving parents in the teaching of their handicapped children.

project REAL [formerly Project REAL/Lebanon Follow Through Program] - New Hampshire.......... 5-38
A program providing comprehensive services for low-income children and their families.

RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER - Virginia.......... 5-39
A program teaching parents to establish a home environment that promotes active participation in their children's education, and to augment their children's self-esteem and learning abilities.

SEAPORT: Student Education Assuring Positive Organized Reading Techniques - Rhode Island.......... 9-66
A program applying school-based and home/school liaison approaches to remedial reading problems.

project SKI*HI - Utah.......... 10-25
A statewide program providing identification and language facilitation for hearing-handicapped children, from birth to age 6, through home management.

project STAY: School To Aid Youth - Oklahoma.......... 5-40
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

STRATEGIES IN EARLY CHILDHOOD EDUCATION - Wisconsin.......... 9-68
A continuous-growth program with sequential program materials which bridges the gap between preschool, kindergarten, and first grade.

TALK: Teaching Activities for Language Knowledge - Illinois.......... 9-72
A program improving expressive and receptive vocabulary skills and language, grades K-3.

THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN - Oregon.......... 10-29
An individualized skills instruction program for moderately to severely handicapped children.

TEAM ORIENTED CORRECTIVE READING (TOCR) [formerly Title One Corrective Reading Program (TOCR)] - Kansas.......... 9-73
A referral corrective reading program for grades 2-6.

TITLE I ESEA PRESCHOOL - Alabama.......... 5-41
An early childhood diagnostic/prescriptive program providing individualized instruction for each child.

TRENTON FOLLOW THROUGH: Behavior Analysis Approach - New Jersey.......... 5-42
A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

TULARE FOLLOW THROUGH - California.......... 5-43
An Oral Language Development program promoting the use of standard English in all areas of the curriculum and a Social Education program emphasizing the positive aspects of children's cultural backgrounds, with parents as contributing partners in their children's education.

project UNDERSTAND: Arlington's Title I Program - Massachusetts.......... 9-78
A program to help strengthen reading, language, and math skills in children, grades K-6, who need a supplementary learning experience.

WATERLOO FOLLOW THROUGH: Individualized Early Learning Program - Iowa.......... 5-44
An individualized sequential program of instruction in readiness skills and reading for students in grades K-3.

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER - Illinois.......... 5-45
A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

the WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM [formerly Public School 243/Bank Street College Follow Through Program] - New York.......... 5-46
A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

PROJECT ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

descriptors

Curriculum, Home Visits, Parent Education, Parent Participation, Preschool Education, Screening Tests, Validated Programs

target audience

Approved by JDRP for preschool children of all abilities, ages 3-4, and their parents.

description

An early childhood education program built on the belief that parents are their child's first and most effective teachers.

Added Dimensions offers a comprehensive program with four interrelated components: Preschool, Parent Involvement, Developmental Screening, and Home Visits. For districts with no preschool and parent programs, the Added Dimensions program offers a comprehensive plan for beginning them. For districts with programs in these areas, it offers the opportunity to add components that will enhance them.

The Preschool Program offers twice-weekly sessions of two and one-half hours each for all three- and four-year-olds in the district. The curriculum includes objectives in the areas of personal-social development, motor development, aesthetic development, language development, and cognitive development. It stresses a hands-on approach with individual attention to children with special needs.

The emphasis of the Parent Involvement Program is on reinforcing the concept that parents are the most influential educators of their children and on providing support to parents in their role as educators. Parent activities include two to six preschool sessions with their child, regular work assignments at the preschool, small-group discussions led by trained teachers, and large-group meetings.

The Developmental Screening component utilizes the Denver Developmental Screening Test (DDST), a widely used screening tool that can be administered by trained paraprofessionals. It points up any developmental lags a child may have. Parents are involved in the screening procedure and discuss results with the teacher assistant. This helps parents to see their child realistically and to begin their association with the school on a note of shared concern.

Through the Home Visiting Program, every family receives an initial visit during which the DDST is given. Families that would benefit from follow-up calls are visited on a biweekly basis. Play Materials Lending Libraries are located throughout the district, and home visitors can select appropriate activities to take to the home.

evidence of effectiveness

In 1974, the year the project was validated, evaluation indicated that kindergarten children enrolled in the program scored significantly higher ($p < .01$) on the Comprehensive Test of Basic Skills than those not enrolled. Attendance of parents at educational meetings increased by more than 60% during the time that Title III funds were available.

implementation requirements

Program can be implemented in one school or district-wide. District should provide as many support services as possible so that tuition or grant money can be spent on direct educational services to children and families. Certified head teacher with training in early childhood education and group discussion methods and teacher assistants with six quarter-hours of college credit in early childhood education and 10-15 hours of inservice training in home visiting, developmental screening, and curriculum are required. If space in schools is not available, churches and other buildings can be used.

financial requirements

Total estimated cost per child: $240 per year. Project materials, including curriculum guide and teacher handbook, cost $18. Start-up costs vary, depending on the equipment that needs to be purchased. Program can be supported by tuition payments, Title I funds, or local school district funds.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). Training programs are available at project site and at adopter site (project staff expenses must be shared).

contact

Betty Benjamin, Project Director; Early Childhood Education; Jefferson County Public Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 231-2346.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-46 Approved 5/15/75

Compiled Summer 1979

PROJECT AKRON FOLLOW THROUGH: SELECTED EDUCATIONAL LEARNING FUNDAMENTALS (SELF)

descriptors

Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Mathematics Instruction, Parent Participation, Primary Education, Reading Instruction, Sequential Reading Programs, Validated Programs

target audience

Approved by JDRP for grades K-3. It has also been used with pre-school and social education students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An individualized structural, sequential instruction program in mathematics that leads to proficiency in the basic skills.

SELF is a combination of the Primary Education Project (PEP) and Individually Prescribed Instruction (IPI) developed by the University of Pittsburgh Learning Research and Development Center. PEP is the kindergarten or readiness component, while IPI focuses on developing specific skills in mathematics and reading.

The Akron SELF program provides a continuous individualized educational experience for primary-grade children. The major goal of the program is to enable each child to make steady progress toward mastery of academic skills. Achievement of this goal is facilitated by a structured curriculum in which each content area is comprised of behavioral objectives arranged by unit and level; an assessment system comprised of criterion-referenced tests that are part of the procedures for placement of students in the curricula and for monitoring and guiding the students' learning progress; a management system that enables the teacher to provide individualized educational experiences for students; individualized instructional materials developed at the University of Pittsburgh and by commercial sources; a monitoring and record keeping system that depicts the location of each student in each curriculum area and facilitates diagnostic teaching. Test results are used to prescribe learning tasks for the students. Although students progress through the curriculum at various rates, management schemes have been developed to gather children for group reading experiences.

PEP presents 400 hierarchical pre-reading and math objectives to kindergarten children in six learning areas: quantification, classification, visual, general motor, auditory motor, and letters and numerals. The New Primary Grades Reading System (NRS) is an individualized and adoptive reading system that is used to teach reading skills. Students learn to read by associating sounds with letters, blending sounds into words, and combining words into sentences. Supplemental math maintenance uses review sheets for additional math drill.

(The program was originally developed and validated at the University of Pittsburgh's Learning Research and Development Center, but now operates as a Developer/Demonstrator at Akron, Ohio.)

evidence of effectiveness

Evaluation data indicate that students who participate in the Akron SELF program show increased levels of reading skills. All SELF groups achieved at a higher level in mathematics and reading than previously tested control groups. However, the claim is stronger for reading. Tests used: Wide Range Achievement Test, annually, random sampling, each grade; Stanford Achievement Tests, first grade, spring 1977. Participants were low-income urban students.

implementation requirements

The curriculum can be adopted by an individual teacher, by one teacher at each grade level, or by a school. The teacher can operate with or without the assistance of a paraprofessional or volunteer. Selected curriculum components may be adopted, such as PEP, IPI math, or IPI reading. Personnel involved in implementation should participate in training. A school or district wishing to adopt the total curriculum will implement the program in kindergarten during the first year, with a grade level added each year until the third grade.

financial requirements

Cost of replication varies with school size, degree of implementation, and equipment already available. Start-up cost is approximately $45 per learner for kindergarten and $78 per learner for grades 1-3. These figures include instructional materials, equipment, and staff training. Program maintenance costs approximately $5 per learner for kindergarten and $27.22 per learner for grades 1-3. Per-learner costs based on 25 students per class.

services available

A Follow Through Resource Center.

Awareness materials are available at no charge. Practitioners who wish to observe the program can be accommodated by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). A one-week training session will be provided for persons interested in replication. Initial training will occur at the Akron site (travel expenses to be paid by the adopter). Field visitations will be made by the Akron staff at no cost to the adopter.

contact

Jeanette Brown; Crosby School; 235 Smith St.; Akron, OH 44303. (216) 253-3287.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-155 Approved: 9/12/77

Compiled Summer 1979

PROJECT BAPTIST HILL KINDERGARTEN

descriptors

Communication Skills, Daily Living Skills, Disadvantaged Youth, Economically Disadvantaged, Early Childhood Education, Kindergarten, Parent Participation, Problem Solving Skills, Psychomotor Skills, Readiness, Validated Programs

target audience

Approved by JDRP for kindergarten students.

description

A school readiness project for five-year-old children who are educationally disadvantaged.

Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psychomotor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations are made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent involvement component.

One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive with appropriate colorful furnishings, open shelving, and displays of students' art.

It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance and variety of this material enable teachers to vary their approaches to meet the individual learning styles and needs of these five-year-olds.

evidence of effectiveness

The Test of Basic Experiences (TOBE) was employed to measure student achievement. The mean pretest stanine was three, the mean posttest stanine was six.

implementation requirements

Any system with a teacher certified in early childhood education and an aide trained through inservice can purchase the necessary materials (see materials list) and begin a class similar to this project. Most systems that have adapted this project have visited one or more times.

financial requirements

In addition to a teacher and aide who have had inservice training together, and appropriate furniture for five-year-olds, $2,500 would be adequate to begin one unit like this project. However, the more materials and equipment that can be purchased, the more successful the project will be.

services available

No special network funding supports this project's dissemination efforts. Limited awareness materials are available. Visitors are welcome at the project site September through May, five days a week, between 8:00 a.m. and noon.

contact

Marjorie E. Maddox; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037.
(205) 382-2665.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-102 Approved: 10/18/74

Compiled Summer 1979

PROJECT

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

descriptors

Aurally Handicapped, Home Instruction, Interpersonal Relations, Language Development, Parent Participation, Preschool Education, Special Education, Validated Programs

target audience

Approved by JDRP for children under four years of age who have educationally significant hearing impairments and their families.

description

A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability.

Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase.

Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate, scientific information.

Children over two are enrolled in short nursery class sessions taught by a teacher of the deaf trained in early childhood education. Parent participation is an important part of these classes. The development of social and behavioral skills in preparation for preschool is emphasized. Activities are designed to provide children with opportunities for social-communicative interaction paving the way for verbal interaction.

evidence of effectiveness

The mean ratings of language ability of children from the Early Education Project differ reliably from those of children not in the program, and the scores increase consistently and reliably throughout all age ranges from two to six years. The steady increase in communication skill was measured using the Scales of Early Communication Skills.

implementation requirements

A Home Demonstration Center, a small apartment, or rooms in an existing facility that can be converted into an apartment is needed. In some cases the families' homes can be used. A trained teacher of the deaf with additional specialization in early childhood education is required, as well as access to support services, including audiologic, psychometric, and follow-up educational services.

financial requirements

The original nonrecurring installation costs total $4,335 per pupil. The per-pupil cost in subsequent years is estimated at $1,975 on the basis of figures from 1978-79. Costs include staff, training, equipment, consumables, salaries, and indirect costs.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

This is a nonprofit agency. Some support comes from United Way. Materials describing the program, including videotapes, slide/cassettes, and printed material, are available at cost. Training is conducted at the project site. Project staff can attend out-of-state conferences. Visitors are welcome by appointment.

contact

Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S. Euclid; St. Louis, MO 63110. (314) 652-3200.

Developmental Funding: USOE BEH

USOE JDRP No. 77-158 Approved 11/7/77

Compiled Summer 1979

PROJECT THE CHILD DEVELOPMENT CENTER

descriptors

Child Development, Diagnostic Tests, Early Childhood Education, Educational Needs, Intervention, Parent Education, Parent Participation, Preschool Programs, Special Education, Validated Programs

target audience

Approved by JDRP for three- to five-year-olds of all abilities, their parents, kindergarten teachers, and special educators.

description

A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.

The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins and which transmits information on all program children to parents and kindergarten teachers.

The program supplies a motivational slide/tape presentation for parents and educators, a Parent Handbook containing child-development articles and materials, a Teacher's Manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

evidence of effectiveness

In 1976, experimental children achieved significantly higher posttest scores than control-group counterparts on the McCarthy Scales of Children's Abilities (Verbal, Perceptual, General Cognitive, Memory, and Motor subtests) and the Goldman-Fristoe Tests of Articulation.

implementation requirements

Support of educators, parents, community, and school board or other appropriate agency for a school-based preschool diagnostic program is essential. The project may be adopted by a school district, a local school, a preschool, a Head Start project, or an Adult Education program. A special site for the Center is useful but not essential. Ongoing communication and cooperation between parents, kindergarten teachers, and program staff (school nurse, psychologist or child-development specialist, and speech/language specialist) are essential to program effectiveness.

financial requirements

Based on 200 preschoolers and their parents, start-up costs average $53 per child using only within-district staff and $60 per child using supplemental testing staff. Both figures include assessment, personnel inservice, program test materials, and clerical assistance. Child Development Center Dissemination Kits (including Parent Handbook, Teacher Manual, Child Development Articles book, and Master Sheet Portfolio) cost $100.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and at additional demonstration sites in the home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (costs to be negotiated). Training is also conducted at adopter site (costs to be negotiated).

contact

Helen Reichman, Project Director; The Child Development Center; Lark View School; 17200 Pinehurst Ln.; Huntington Beach, CA 92647. (714) 848-8407 or 964-3229.

Developmental Funding: USOE ESEA Title IV-C USOE JDRP No. 79-21 Approved: 5/23/79

Compiled Summer 1979

PROJECT CHILD-PARENT CENTERS ACTIVITY (CPC)

descriptors Class Management, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Kindergarten, Language Development, Language Handicaps, Parent Participation, Preschool Education, Readiness, Validated Programs

target audience Approved by JDRP for educationally deprived pupils from low-income families, preschool through grade 3, it now operates only for preschool and kindergarten. The program includes parents, and is easily adopted/adapted for any audience.

description *An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.*

The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for preschool and kindergarten children. Supplementary and support services are provided by school nurses, licensed practical nurses, health aides, social workers, speech therapists, counselors, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness Data obtained from the Metropolitan Reading Readiness Test administered at the end of kindergarten indicated that 82% of the children were ready to read as compared with 69% of the average population. Currently, data are collected from the Comprehensive Test of Basic Skills Level A Test.

implementation requirements Smallest adopting unit is a preschool-kindergarten classroom enrolling 40 children. A parent room is required; parent room should include stove or hotplate, refrigerator, sewing machine, work area, and study area. Staffing: two teachers. The parent-resource teacher may be part-time if only one classroom is involved. The parent program may be adapted/adopted in conjunction with the adopting district's existing programs.

financial requirements Instructional materials, $100 per child. Materials for parent component, approximately $2,300.

services available No special network funding supports this project's dissemination efforts.

Services available through Title IV-C funding are provided on request. Awareness materials are available. Visitors are welcome by appointment. Training is available at the project site. Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Velma Thomas, Director, or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; Room 1150; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4585 or -4590.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-31   Approved: 4/29/74

Compiled Summer 1979

PROJECT CLINCH-POWELL EDUCATIONAL COOPERATIVE: Home-Based Early Childhood Education Program

descriptors

Home Instruction, Home Visits, Mobile Classrooms, Parent Participation, Preschool Education, Television, Validated Programs

target audience

Approved by JDRP for three- and four-year-old children and their parents. It has also been used with children from birth to age 3, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A home-based early childhood education program using parents as the primary teachers of their own children.

This program, operated in four county school systems, consists of an integrated three-phase approach to early learning: The curriculum component has three elements. The first is designed for use by parents in the home. A weekly publication, the four-page Parent Guide contains a one-page descriptive text on some topic of interest -- child development, health and nutrition, parenting, the role of social services -- and three pages of suggested activities for every day of the week to be performed by parent and child. The second element is a summary of Parent Guide contents which goes to the teacher, while the third element of the curriculum component is addressed to the home visitor and coordinates activities prescribed by the Parent Guide with the weekly visitation. The home visitation component is conducted by home visitors who visit the homes of each child enrolled in the program once a week. Tailored to the needs of each individual child, these visits last approximately one hour. During these visits, the home visitor delivers the Parent Guide and helps prepare the parent to teach the child by explaining the curriculum materials and, when needed, by demonstrating each suggested daily educational activity. The home visitor also lends toys, books, and other child-centered materials to parents as needed. The classroom component, under the direction of a teacher certificated in early childhood education, makes use of a paraprofessional aide and parent volunteers. The teacher and aide travel to selected locations in a mobile classroom van and spend one half day per week teaching 10-15 local children. Sessions last between two and three hours, and offer the children an opportunity to socialize and learn in a group situation. In areas where facilities are available, the classroom sessions are conducted at stationary facilities.

An intensive three-week preservice program for the entire staff was initiated prior to beginning the program. Thereafter, a full day each week was devoted to inservice training for project staff to exchange ideas and review cooperatively the next week's activities. At the sites where the project was first implemented the four systems are currently operating programs at a level greater than when the project began. Their efforts have been extended to home-based preschool handicapped programs.

evidence of effectiveness

Tests used: Peabody Picture Vocabulary Test, Metropolitan Readiness Test. Children who participated in the program had superior scores in pretest/posttest comparisons. Follow-up showed gains made by program children still evident in elementary school. Parents' attitudes were also positively affected by the program.

implementation requirements

Salaries for staff (project director, teacher(s), and five home visitors per teacher). Classroom space for group sessions with children and parents. Curriculum materials. Travel for home visitors. One week on-site training attended by adopting site staff. Two days of follow-up training at adopting site. Smallest unit that could use program is one classroom teacher.

financial requirements

Program costs averaged $357 per child for an operational year. Curriculum materials produced by the staff are available at cost (write for price list). Most curriculum materials can be made by parents and volunteers.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Training sessions are conducted during the year on demand. This training is free of charge to individuals attending (travel costs to be paid by the adopter). If requested, in-depth assistance (off-site training and technical assistance) can be provided. Visitors are welcome by appointment.

contact William W. Locke, Executive Director; Clinch-Powell Educational Cooperative; P.O. Box 279; Tazewell, TN 37879. (615) 626-4677.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 77-108 Approved: 2/25/77

Compiled Summer 1979

PROJECT COGNITIVELY ORIENTED PRESCHOOL CURRICULUM

descriptors Art Education, Cognitive Objectives, Communication Skills, Concept Formation, Decision Making Skills, Handicapped, Interpersonal Relationship, Open Education, Physical Education, Preschool Education, Problem Solving, Special Education, Validated Programs

target audience Approved by JDRP for preschool children of all abilities.

description *A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.*

The Cognitively Oriented Preschool Curriculum is an open framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concepts; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials.

The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

evidence of effectiveness Program children demonstrated significant gains on the McCarthy Scales in the areas of verbal, quantitative, general cognitive, memory, and perceptual development, as well as in problem-solving skills and social skills (as measured by classroom observation).

implementation requirements The model can be used by an individual classroom. Inservice training for the classroom teaching team is required.

financial requirements The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

contact Michael L. Hanes, Director; Preschool Education Department; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.

Developmental Funding: USOE BEH

USOE JDRP No. 79-9 Approved: 3/28/79

Compiled Summer 1979

PROJECT COMMUNICATION PROGRAMS

descriptors Class Management, Communication Skills, Early Childhood Education, Elementary Education, Individualized Instruction, Interdisciplinary Approach, Language Handicaps, Learning Disabilities, Parent Participation, Preschool Education, Special Education, Validated Programs

target audience Approved by JDRP for children ages birth to 9 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

description *A program to help young children who have a variety of communication and language handicaps.*

The Communication Programs serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and Communication Disorders Specialists (CDSs) in classroom management of communication behaviors. It also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data taken during classroom activities provide supplementary information that is used in the planning of management strategies. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in every activity of the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The classrooms are staffed by teachers and Communication Disorders Specialists who work together. Teachers provide the basic programs that give the children opportunities to acquire and practice developmentally appropriate skills. In addition, they manage the day's activities so as to encourage communicative interaction and to provide opportunities for children to practice new language behaviors. The CDS assists the teacher in developing strategies to promote communication and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team and are involved in the entire process from the time the first goals are established. They are invited to observe regularly and are involved in the home programs when appropriate.

(Communication Programs and Program for Children with Down's Syndrome were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle.)

evidence of effectiveness Range of monthly gains in months for project students, 1973-74 -- Peabody Picture Vocabulary Test: 1.18-1.50; Sequenced Inventory of Communication and Language Development/Receptive Section: 1.30-1.86; SICLD/Expressive Section: 1.67-2.05.

implementation requirements The essential components needed to implement the Communications Model are a teacher and a CDS speech-language clinician. Ordinary school materials and room arrangements are used. Developmentally ordered assessment tools are needed to document child progress. Training can be provided at the project site or at the Experimental Education Unit.

financial requirements Local costs include salaries for qualified teacher and CDS, equipment, supplies, building maintenance, and transportation typical of any quality program.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available. Visitors are welcome. Inservice sessions can be arranged on request (costs to be arranged). Training is conducted at the project site (adopting site must partially subsidize trainer costs as well as cover its own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses are covered).

contact Alice H. Hayden, Director; Model Preschool Center for Handicapped Children; Experimental Education Unit; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH

USOE JDRP No. 75-64a Approved: 9/3/75

Compiled Summer 1979

PROJECT COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH PROGRAM

descriptors Advisory Committees, Ancillary Services, Behavioral Objectives, Disadvantaged Youth, Economically Disadvantaged, Language Arts, Mathematics Instruction, Parent Participation, Primary Education, Validated Programs

target audience Approved by JDRP for income-eligible K-3 children and their families.

description

A public school K-3 program for income-eligible children.

The primary programmatic goals of Community School 77 Behavior Analysis Follow Through, developed in cooperation with the University of Kansas Behavior Analysis staff, are: grade level performance in reading, mathematics, handwriting, and spelling and parental participation both in classroom instruction and in the educational process. To achieve academic goals and ensure that students meet specified curriculum targets, the teaching staff use continuous bimonthly and/or daily monitoring programs. Classroom instructional progress is the overall responsibility of a lead teacher who teaches reading. A paraprofessional aide teaches math and rotating parent aides provide instruction in spelling and handwriting. Other critical contributors to academic progress include systematic motivational strategies, frequent classroom planning sessions, and intensive staff-training procedures. A rotating 40-day cycle trains parents to teach, ensuring their influence on classroom aims and practices. Provision is made for supporting health, nutrition, and social services through the assignment of staff, ensuring a comprehensive approach to the total development of each child. Policy formulation on the parent level takes place in a Parent Policy Advisory Council (PAC) which, in conjunction with school personnel efforts, creates an environment suited for reversing the history of academic failure among low-income children.

evidence of effectiveness Results of the Wide Range Achievement Test showed an average achievement gain for all pupils during the CS 77 Behavior Analysis Follow Through experience was approximately 1 year per year.

implementation requirements Appropriate staffing (professional, paraprofessional, and/or volunteer) is needed for small-group instruction (four adults optimum, two manageable, working with three or four groups of children). Provision should be made for team planning and staff-development personnel (assistant to principal, teacher trainer, etc.). Comprehensive services (health, social) should be provided.

financial requirements Material costs include staff training, monitoring, and classroom management manuals. Additional classroom personnel include one paraprofessional aide and one parent aide. Costs for staff training and parent participation involve redirection of current resources.

services available

A Follow Through Resource Center.

An orientation seminar is available. Interested parents, teachers, and administrators may visit CS 77 BAFT, or may request a staff member or parent to visit their site at no cost. Teacher and parent training is offered in a training center format. Preference is given to K-3 low-income populations. Individualized curricula targeted for end-of-year grade level achievement are commercially available; staff-training materials, classroom-management procedures, and monitoring techniques are available in published manuals.

contact Ruth Khelseau, Coordinator; Follow Through Program Community School 77 Bronx; 1250 Ward Ave; Bronx, NY 10472. (212) 893-8991.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-135 Approved 8/24/77

Compiled Summer 1979

PROJECT COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project)

descriptors

Cerebral Palsy, Infancy, Language Development, Parent Participation, Physically Handicapped, Preschool Education, Special Education, Validated Programs

target audience

Approved by JDRP for children three years of age or younger possessing a primary disability of moderate to severe neuro-motor handicap with physical impairment of severe dimensions limiting motor activity, and the professionals who serve them.

description

A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

Children admitted to the Cerebral Palsy Project exhibit feeding, speech, and/or language problems. The children receive a panorama of services, including physical therapy, nutrition, psychological therapy, speech pathology, occupational therapy, special education, social service, and medical service. The primary focus of project activities is on two instructional programs, the Pre-Speech Program and the Language Stimulation Program. Parents take an active part in their children's therapy programs, and they are involved through individual and group conferences with the project social worker.

To date, 56 agencies in the following states are replicating components of the program: Washington, Oregon, Illinois, Texas, Michigan, Ohio, New Hampshire, New York, Minnesota, Wisconsin, Arizona, California, Alabama, Pennsylvania, Iowa, Maryland, and Montana. Replicating agencies include school systems, rehabilitation centers, and hospitals serving children ages birth to three years. Three-member teams are trained from each agency in a six-day Fundamental Guidelines Course, and speech pathologists are trained in the use of the Pre-Speech Assessment Scale, which has been specially developed through this project.

evidence of effectiveness

Pre- and posttest data were analyzed using the Bzoch-League Receptive-Expressive Emergent Language Scale, Mecham Verbal Language and Development Scale, Pre-School Language Scale, and Peabody Picture Vocabulary Test. The mean number of months gained on three of five instruments approaches that expected in normal growth (12 months' gain over 12 months). Data were collected for three years during demonstration project.

implementation requirements

A full-time speech pathologist, a physical therapist, and one other professional are required to attend a six-day workshop. The speech pathologist returns for a course in the Pre-Speech Assessment Scale. The adopting agency must reproduce at least one aspect of the project (Pre-Speech Program, Language Stimulation Program, or Parent Participation Program) within the given structure of that agency's operation. Evaluative tools and treatment guidelines of the project must be implemented within each program aspect replicated. A minimum of three staff members is required on the replication team.

financial requirements

The three full-time professionals on the team must be allowed paid time off to attend a six-day workshop; the speech therapist must attend an additional workshop. Adopting agencies must pay general tuition fee, travel expenses, room and board for each professional attending. A materials list is available upon request.

services available

A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences (expenses are covered). Training is conducted at the project site for confirmed adopters (project staff expenses must be partially subsidized). A follow-up technical-assistance site visit is made to each adopter.

contact Rona Alexander; Demmer-Kiwanis Children's Division; Curative Rehabilitation Center; 9001 W. Watertown Plank Rd.; Milwaukee, WI 53226. (414) 259-1414.

Developmental Funding: USOE BEH

USOE JDRP No. 75-62 Approved: 9/3/75

Compiled Summer 1979

PROJECT COPE: Cognitively Oriented Pre-Primary Experience

descriptors

Cognitive Objectives, Curriculum, Diagnostic Teaching, Early Childhood Education, Economically Disadvantaged, Learning Disabilities, Preschool Education, Validated Programs

target audience

Approved by JDRP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families, including those with developmental lags and learning disabilities.

description

A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual, language, and socio-emotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction, as well as in free-inquiry situations.

The curriculum consists of two volumes: the Developmental Area contains levels in perceptual-motor, conceptual-language, and socio-emotional development; the Achievement Area contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials but come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situation.

evidence of effectiveness

In data collected from 1972-75, participating children demonstrated an average gain of 2.98 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and socio-emotional development.

implementation requirements

Program may be implemented in individual classroom, single school, or district-wide. Any teacher wishing to implement program and management system must attend a two-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

financial requirements

One set (two volumes) of COPE curriculum required per classroom at cost of $50 per set. Workshop handouts necessary for all participants at cost of $11 per person. Wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials and filmstrip overview available at no cost. Project staff available for awareness presentations at out-of-state conferences and requested sites. Visitors always welcome at demonstration sites. Training and implementation services offered at project or adopter site. The recipient state or LEA pays all or part of D/D travel and per diem. At present, COPE curriculum materials can be obtained only by attendance at a training workshop.

contact

Mary Alice Felleisen, Training Coordinator, or Mary Ann O'Connell; Project COPE; Educational Development Center; 811 Roslyn Ave.; West Chester, PA 19380. (215) 436-2517 or -2529.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 75-49   Approved: 5/16/75

PROJECT DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT

descriptors Basic Skills, Class Management, Curriculum, Early Childhood Education, Educational Needs, Individualized Instruction, Parent Participation, Performance Based Education, Preschool Education, Primary Education, Remedial Instruction, Validated Programs

target audience Approved by JDRP for pre-kindergarten through third grade. The program has been used in a variety of other settings (rural, suburban, and urban areas), in regular classrooms, and for remediation, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A performance-objective, individualized curriculum based on developmental norms, providing a management system for individualization and leading to proficiency in the basic skills.*

The Dale Avenue Project provides an ongoing needs assessment and skeletal curriculum for children in pre-kindergarten through third grade in 10 areas: listening, naming, observing, speaking, writing and motor skills, perceptual motor skills, encoding/decoding, math, classification, and seriation.

Constructed from a base of a sequential, developmental, skill-oriented array of performance objectives, this program provides a pre- and posttest mechanism, a minimal curriculum, and a device for grouping, individualizing, recordkeeping, parent reporting, and summarizing the year's skill mastery.

Students on any ability level profit from instruction in the program. At pretesting, the developmental level of each student is assessed in every one of the 10 areas. Students then begin wherever they "are," and progress at their own rate. Specific reporting to parents regarding the student's progress through the Performance Objectives is done at parent-teacher conferences.

The Dale Avenue Project supports a wide variety of teaching styles, but room arrangement should allow for flexible grouping and continuous regrouping. Much of the teaching is accomplished through games and learning stations which utilize individual or small-group instruction; peer-group teaching is encouraged. A new publication, 100 Sequential Skill Stations, provides the teacher with instructions for making 100 learning stations which are keyed-in to specific performance objectives.

The program can incorporate a unique 45-minute reading program that homogeneously groups children having specific needs with classroom teachers, aides, or special-area teachers.

Parent participation is encouraged at the understanding level; parents are trained to act as classroom tutors and to help with materials construction.

evidence of effectiveness Evaluation data show that participants in the Dale Avenue program make gains in I.Q. that bring mean of group to national norm by end of kindergarten. These gains are maintained through fifth grade. The participants in the program are at national norm in reading and math by first grade, and mean of group is still at or above national norm by fourth grade.

implementation requirements The decision to adopt the Dale Avenue Project should be made jointly by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member should be designated to act as contact between trainer and school after training is completed. It is helpful if the school principal agrees to act as program monitor during the first two years of implementation. Program implementation requires at least two years. The project is placed in kindergarten and first grade during the first year of implementation, and can be adopted in second and third grade the second year.

financial requirements The costs of replicating the program are basically those of staff training and follow-up monitoring. After the initial start-up investment of $36 per classroom teacher for materials and the cost of staff training, the program's maintenance should not require an increase in the current operating expenses of most districts. Other materials that enhance the program are usually found in an early-childhood classroom.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Project staff are available to attend out-of-state awareness meetings. Training is conducted for a two and a half- or five-day period at adopter site only (cost to be arranged). During the first year of implementation trainer should return to adopter site for at least two support monitoring visits. Observation sites: East-Side Elementary School, Hearne, Texas; Evergreen School District, Metamora, Ohio; and Silverlane School, East Hartford, Connecticut.

contact Helen B. Hanson, Dale Avenue Disseminator-Trainer; 319 Washington Street Mall; Cape May, NJ 08204. (609) 884-2092.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 13 Approved 4/16/73

PROJECT DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

descriptors Attachment Behavior, Basic Skills, Behavior Problems, Early Childhood Education, Humanistic Education, Interpersonal Relationship, Learning Disabilities, Play, Self Concept, Teacher Education, Validated Programs

target audience Approved by JDRP for small groups of children, age 2-6, with learning and social behavior problems. It may offer greater potential for larger groups of normal children age 2-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.*

Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play and not school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one specific adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as "good" parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn "reading, writing, and arithmetic" in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

(The Child Study Center [CSC] and Positive Alternatives to Student Suspensions [PASS], described in this catalog, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

evidence of effectiveness Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

implementation requirements Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes K-3 by using the "Circle Time" activities. It is primarily a training program that requires intensive training for the adult leaders.

financial requirements When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one half-day per week to the program.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only its own costs). Training is conducted out of state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or -0230.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1979

PROJECT EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN

descriptors

Auditory Perception, Disadvantaged Youth, Early Childhood Education, Economically Disadvantaged, Kindergarten, Language Development, Perceptual Development, Validated Programs

target audience

Approved by JDRP for kindergarten children.

description

A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.

Teachers complete skills observation checklists for each child. These data, along with Boehm Test results, are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six to eight headphone units and one central console in each classroom facilitate individual or small-group work. Perceptual skills are sharpened through use of manipulative materials. Inservice for teachers and aides is continuous, requiring approximately one half-day per month.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness

Two main comparisons were made: with national norms and with half-day kindergartens. The Boehm Test of Basic Concepts and the Metropolitan Reading Readiness Test were used. Gains from September to February showed an average increase from the 23rd to the 61st Normal Curve Equivalency (NCE), which is equivalent to a 60 percentile point gain (from 10 to 70).

implementation requirements

Some method of screening is required to determine which children have the greatest educational need for a full-day experience. Use of standardized tests will facilitate the collection of achievement data. Care should be used in the selection of teachers and aides. Administrative support and continual inservice are essential. The project may operate in a single classroom or in a selected number of schools.

financial requirements

Current pupil program costs based on 400 participants during 1978-79 were $2,000 per child: approximately $1,300 from Title I plus an additional $700 from local funds. Essential materials used and approximate cost: Sullivan Reading Readiness, $290; Lippincott, Readiness for Learning Clinic, $32; Frostig, Move/Grow/Learn, $10. A wide variety of teacher-developed and commercially available materials is also used.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Jane F. Pope, Project Coordinator; Early Childhood Education -- All Day Kindergarten; Cincinnati Public Schools; 230 E. Ninth St., Cincinnati, OH 45202. (513) 369-4720.

Developmental Funding: USOE ESEA Title I

USOE JDRP No 74-16 Approved: 2/26/74

Compiled Summer 1979

PROJECT EARLY PREVENTION OF SCHOOL FAILURE

descriptors

Academic Failure, Bilingual Education, Curriculum, Early Childhood Education, Parent Participation, Prevention, Remedial Instruction, Screening Tests, Special Education, Validated Programs

target audience

Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6.

description

A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

The goal of the nationally validated Early Prevention of School Failure program is achieved by successful accomplishment of the following objectives: screening all kindergarten and/or first grade children to identify their skill development in the modalities of language development, fine and gross motor, and auditory and visual perception necessary for success in formal reading and writing curricula; providing professional training for teachers so that they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.); providing special education services for children identified as having moderate or severe learning problems; providing management guidelines that include parent volunteers and learning center concepts for greater individualization in the learning environment.

In addition to using educational strategies already found successful, a teacher should provide 20-30 minutes of small-group and/or individualized activities daily (based upon screening results and utilizing EPSF management system) for all pupils.

Early Prevention of School Failure program materials include screening instruments, classroom management guides, classroom activity guides, and parent materials.

(Early Prevention of School Failure and Early Prevention of School Failure Migrant Program were both developed by the Peotone School District 207-U in Peotone, Illinois.)

evidence of effectiveness

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains, proving that early identification prevents failure when children are screened and given a systematic educational follow-up.

implementation requirements

A team of at least four (including kindergarten and/or first grade teachers, special education teacher and psychologist, speech teacher, and an administrator) is involved in a two-day leadership training workshop to become competent in utilizing screening instruments, staffing, educational planning, and management systems. Involvement of parents is encouraged. Follow-up by project site determines effectiveness along with growth as shown on the pre/post-testing data.

financial requirements

Cost of a two-day leadership training session at project site and/or local school site for school district team (minimum of four persons). One set of curriculum guides and screening materials, $100 per set for each team involved in leadership training. Cost of substitutes for a one-day follow-up inservice training for adopter team.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials for interested adopters are available, as are a two-day leadership training session, curriculum materials based upon screening results, screening instruments, and a follow-up by project site.

contact Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-46 Approved: 5/14-15/74

PROJECT EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH

descriptors

Disadvantaged Youth, Economically Disadvantaged, Language Arts, Mathematics Instruction, Primary Education, Small Group Instruction, Validated Programs

target audience

Approved by JDRP for grades K-3. The program was developed for educationally and economically disadvantaged students. It has been used in other settings with students from a variety of geographic, ethnic, and socioeconomic backgrounds, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A comprehensive early childhood program for students, grades K-3.

Components of the East St. Louis Follow Through program are instructional, staff development, health, and parental involvement. The primary emphasis is on the instructional components. The core of the instructional program is the Direct Instruction (Distar) curriculum materials in reading, mathematics, and language. Daily programmed learning tasks require immediate oral responses and must be mastered before advancement to higher levels of difficulty. Follow Through teaching strategies are applied to supplementary classroom materials.

Continuous monitoring of the system is provided by observation, videotaping of classroom performances, and a continuous testing program. Students are divided into groups, with a maximum of 10 pupils in low-performing groups.

The program is governed by a Parent Advisory Council which makes recommendations pertaining to all phases of the program. The program was developed in conjunction with Becker-Englemann from the University of Oregon.

evidence of effectiveness

Students in the Follow Through Direct Instruction Program score significantly higher on achievement tests in the basic skills areas of reading, language, and mathematics than students from similar backgrounds not in the program. By the end of the third grade, pupils enrolled in the Distar model perform at or near national norms on standardized achievement tests (California Achievement Test, Metropolitan Readiness, Gates-MacGinitie Reading Test, and Wide Range Achievement Test).

implementation requirements

A potential adopter should involve administrators, teachers, and parents in the selection process. The three instructional programs are correlated but independent. Training requires three to five days for all three programs. Continuous communication and monitoring of the adopting site are required. Monitoring services required depend on the number of program components adopted.

financial requirements

Costs involved are materials, staff training, and monitoring. Start-up cost for a class of 30: approximately $300 for one program, approximately $1000 for all three. Maintenance cost of one program for a class of 30: approximately $200 a year. Additional staff may be required if all three programs are adopted. Adopters must purchase the instructional programs. The commercial materials are readily available.

services available

A Follow Through Resource Center.

Awareness materials are available at no cost. Visitors are welcome by appointment. Inservice training is available at the project or adopter site.

contact

Geraldine H. Jenkins, Director, or Gretta Jenkins, Resource Director; Project Follow Through; East St. Louis Board of Education; 1500 Kansas Ave.; East St. Louis, IL 62201. (618) 274-2838.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-144 Approved: 9/6/77

PROJECT FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (SETON HALL PROGRAM)

descriptors

Basic Skills, Mainstreaming, Parent Child Relationship, Parent Education, Parent Participation, Preschool Education, Special Education, Validated Programs

target audience

Approved by JDRP for parents, and children ages 4-5 -- mainstreaming, special education, Title I.

description

A program that prepares the parent to be the child's first and most significant teacher.

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture in Early Childhood/Family Education. Beginning at Seton Hall with four-year-olds and their parents, the program has expanded to include sites at all elementary schools in the district. This activity is funded by Adult Vocational Education, Community Education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their four-year-old children in preschool activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas, within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction. They participate in a discussion group, facilitated by a parent educator, in which they receive support and information. In this supportive, caring environment, they learn how to be with their child as they teach. They choose home-activity kits designed to promote parent-child interaction and growth in basic skill areas, based on a validated assessment of the child's skills.

(Funds were provided by two private foundations to begin development and implementation of a new program in the fall of 1977 serving parents of children 0-4 years of age.)

evidence of effectiveness

Evidence of cognitive growth of the child is clear. The evaluation design measures the number of skills participants have when entering and leaving the program. Of 22 skills assessed, participants possessed over 25% more than comparison group. Parents indicated gains in personal development, parent-child relationships, their roles as parents and teachers, their ability to use the community as a learning resource, and their partnership with schools to their childrens' profit.

implementation requirements

Adoption may be total or partial (to be negotiated). Staff: a parent educator and a teacher or teacher assistant. This staff can be part- or full-time, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) Facilities: a room for parent discussion group and an early childhood room. (Many sites use a kindergarten room after school hours.) Training: a two- or three-day workshop.

financial requirements

Materials: a guide to establishing and directing the program, $24; Parent Handbook, $6; In-Center Learning Stations, $4; Children's Room Curriculum, $6; Parent Discussion-Group Curriculum, $6; At-Home Activity Kits, $25; K-level at-home activity kits, $18. (All available only to adopters.) Equipment: for Learning Stations, $290; one set of Activity Kits, $229. Staffing: professional parent educator, part-time; professional or nonprofessional teacher assistant, part-time.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings (costs to be arranged). Two-day training workshops are available at project site six times yearly. Two-day training workshops can be conducted at adopter site (costs to be arranged).

contact

Elaine McCormick Wray, Program Director; Independent School District #742; Seton Hall; 1204 7th Street South; St. Cloud, MN 56301. (612) 253-5828.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-48 Approved: 5/15/75

PROJECT FOLLOW THROUGH -- PORTAGEVILLE UNIT

descriptors Basic Skills, Behavior Change, Contingency Management, Disadvantaged Youth, Economically Disadvantaged, Inservice Education, Parent Participation, Primary Education, Validated Programs

target audience Approved by JDRP for grades K-3.

description *A highly structured behavior modification approach to primary education.*

This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the Behavior Analysis Approach of the University of Kansas is implemented. The objectives of this approach are: to facilitate the child's mastery of basic skills, particularly in reading, arithmetic, and language, through the establishment of a "token economy" within classrooms; to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; to train instructional staff in the use of curriculum materials so that each child is enabled to work at his/her own level; and to train parents to work as paid staff in classrooms so they will have the opportunity to influence their children's education.

evidence of effectiveness This project was included in the national sample taken by Stanford Research Institute (SRI) to evaluate the Follow Through Research Program. Kindergarten children scored distinctly above the median on national norms. Second grade students scored slightly below the national norm in Total Reading, which placed them among the four highest projects in the SRI national sample.

implementation requirements A model application of this program requires the presence of four adults in each classroom: a teacher, an assistant teacher, a permanent aide (parent), and a semester aide (parent). This can be modified to suit a budget. Teachers new to the program, assistant teachers, and aides need to undergo a three-day inservice training period. The program was originally implemented K-3, but would serve well for K-6 if financially feasible. A normal classroom is the only space requirement.

financial requirements Per-pupil cost was about $722 in the 1978-79 school year.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out of state. Project staff cannot attend out-of-state conferences.

contact Blaine Martin; Follow Through -- Portageville Unit; New Madrid County School District;
P.O. Box 280; Portageville, MO 63873. (314) 379-3612.

Developmental Funding: USOE Follow Through USOE JDRP No. 25a Approved: 4/4-5/73

PROJECT

PROJECT HOME BASE

descriptors

Child Rearing, Home Instruction, Home Visits, Parent Education, Parent Participation, Preschool Education, Validated Programs

target audience

Approved by JDRP for parents and their children, ages eight months through four years. It has also been used by parents and their children, ages 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program for "helping parents teach their own."

Project Home Base is founded on the belief that parents are the child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential.

The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the developmental needs of the child. The parents then work with the child on that task during the week. The task primarily uses home-found or readily accessible materials.

As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills -- behavior patterns, discipline, self-concept, child health and nutrition -- are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Possible adaptations of Home Base include: using the home visit teaching-to-parent component with other programs such as learning-disabled, bilingual, Indian, or day-care; serving families with Head Start, kindergarten and primary-school age target children; and using teachers, counselors, or social workers as parent-educators (home visitors).

evidence of effectiveness

Principal project objectives were consistently met. On the Caldwell Preschool Inventory (1972), Home Base children fell in the 89th national percentile (mean score 48.2), while non-Home Base children fell in the 57th (mean score 40). Home Base children completed 92.5% of the tasks taught them by parents. Home Base parents increased their use of the 10 desirable teaching behaviors (as measured by a locally constructed directed observation instrument).

implementation requirements

As the core of this project the home visit/parent teaching component must remain intact in any adoption. Adoption requires a three-day training program, preferably on-site. A three-day workshop in the home visit/task delivery system is recommended. Administrators are encouraged to participate in training.

financial requirements

Yearly operational cost is about $240 per learner (learners include parents and children), the largest percentage going for salaries. Overhead can be kept to a minimum if unused classrooms are used for staff offices and local auditoriums for large-group meetings. Start-up costs depend on local conditions.

services available

An NDN-funded Developer/Demonstrator Project.

Awareness materials are available at no charge. Visitors are welcome (please arrange visits two weeks in advance). Adopters receive the 200+ task library. Training is conducted at the project site (adopting sites pay only their own costs) and at adopter site (costs to be arranged). Project staff can attend out-of-state conferences (expenses may be negotiated).

contact

Carol A. Jackson, Director; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave.; Yakima, WA 98902. (509) 575-3295.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-10 Approved: 1/21/75

PROJECT HOME START

descriptors

Consultants, Culturally Disadvantaged, Economically Disadvantaged, Handicapped Children, Home Instruction, Home Visits, Parent Participation, Pre-School Education, Readiness, Validated Programs

target audience

Approved by JDRP for children ages 2-6 and their families.

description

A readiness program for preschoolers who have been identified as showing a need for professional services before formal schooling takes place.

A program especially beneficial to low-income, culturally deprived, and handicapped, Home Start has three optional models. Vertical Home Start (VHS) provides three years of learning activities for children ages 2-5. Weekly one-hour visits are the basis of the program during the first two years. Home workers create a role model for parents as they assist in the child's learning through spontaneous play. For the third year of the project the child is enrolled in the HHS classroom (see below). The program is supplemented when necessary by more comprehensive services from community agencies.

Horizontal Home Start (HHS) is a single year of pre-kindergarten experience. HHS activities center on classroom activities stressing seriation and classification, plus small-group and individual attention in identified need areas. Home visits by the classroom teacher are continued on a monthly basis.

On-Call Consultation model uses trained professionals who confer with families upon request or referral.

The program emphasizes a shift from exclusive parental attention during early years to parent/teacher-shared attention in pre-kindergarten. Individualized strategies focus on basic affective and cognitive needs, utilizing achievement testing to determine the child's readiness profile.

evidence of effectiveness

Long-range data showed significant growth for Home Start I children as compared to older siblings. On first-grade Primary Mental Abilities tests, and later in third grade on the Iowa Tests of Basic Skills, Home Start children showed significant differences in three out of four subtests; most growth was noted in math and reading. Pre- and posttesting of current Home Start children showed an overall average growth of 14.6 points for four-year-old classroom participants.

implementation requirements

The support of educators, parents, community, and school board (or other appropriate agency) for a preschool or individualized kindergarten is essential. The project may be adopted district-wide, by one attendance center, or by one classroom teacher. Total program adoption or adoption of one of the three options is available. Awareness sessions and special inservice training are necessary for the success of the program. Follow-up visit to be scheduled after implementation at adoption site. An experienced administrator, preschool teacher, or comparable professional person is needed to implement the program.

financial requirements

Cost depends on available personnel. If no preschool program exists and total start-up is required, per-pupil cost is approximately $680. A wide variety of commercially available products (found in most preschool classrooms) is used. Staff and equipment may be reassigned. Testing and Seriation Kits available at $120 each.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome (visits to homes or Waterloo schools any day August through May except Wednesday, by appointment). Flexible training sessions ranging from two to five days are scheduled preferably at adopter sites. Adopters must cover all training costs. Project staff may attend out-of-state conferences, but expenses must be paid.

contact

Lyn Riggs, Director; Home Start; Waterloo Community School District; 6028 Kimball Ave.; Waterloo, IA 50701. (319) 233-8491.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-9 Approved: 1/21/75

PROJECT

INDIANAPOLIS FOLLOW THROUGH PROJECT [formerly Indianapolis Behavior Analysis Follow Through Project (I-BAFT)]

descriptors

Basic Skills, Contigency Management, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Parent Participation, Performance Contracts, Primary Education, Validated Programs

target audience

Approved by JDRP for low-income children, grades K-3, in racially mixed inner-city schools, parents of low-income children, and certified teachers working in low-income neighborhood schools. This program can be used in other socioeconomic settings to accommodate diversity of children's interests and abilities, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program using the Behavior Analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling.

The Indianapolis Follow Through program was developed in 1969 through a cooperative effort by the Indianapolis Public Schools, the staffs and parents at Public School #26, PS #27, and PS #56, and the Behavior Analysis sponsor at the University of Kansas. The main purpose of the Indianapolis Follow Through project is to teach basic skills in reading, arithmetic, handwriting, and spelling to children K-3. Teaching teams composed of a certified lead teacher, a teacher's aide, and one, two, or three parent aides conduct small-group instructional sessions during the school day. Kindergarten and first-grade classrooms are run on a "token economy," i.e., children earn tokens during instructional periods and later exchange them for whatever items they choose (and can afford) from a "menu" of teacher-prepared special activities. In grade 2 and 3 classrooms, children make daily work contracts with teachers in each subject area. By the terms of the contract, a child agrees to complete an individually prescribed assignment to earn a period of free time for a self-selected activity. Individualized curriculum materials are used in the classrooms. The teaching teams monitor each child's advancement toward a year-end book and page target in reading and arithmetic by keeping progress graphs.

Parents of I-FT children are encouraged to apply for classroom positions as teacher's or parent aides. Prospective members of teaching teams participate in one or more weeks of training in a demonstration classroom staffed by an experienced team. Before assignment to a teaching team, trainees must have demonstrated criterion levels of proficiency in behavior analysis instructional methods. Once given a classroom placement, trainees may be certified as "Behavior Analysis Teachers," provided they meet certain teaching performance standards over a period of weeks and provided their students show specified rates of academic progress for four consecutive weeks. A staff trainer visits each classroom at least once a week to conduct observations and offer guidance with particular classroom problems.

evidence of effectiveness

Testing with standardized achievement tests (including WRAT, CAT, and MAT) since 1969 indicates at or above grade level performance in reading, arithmetic, and spelling for all continuously enrolled I-FT children. I-FT children significantly outperformed inner-city comparison children. Replication has proven successful across eight years of implementation. Consumer satisfaction surveys for students, parents, and staff indicate "satisfied" or "very satisfied" clients.

implementation requirements

Potential adopters interested in fully implementing the program must be prepared to offer small-group, individualized classroom instruction; have their teachers participate in a training program at the I-FT resource center and cooperate in follow-up implementation monitoring by consultants from the I-FT resource center; and submit periodic progress reports on the children's academic work to the I-FT resource center.

financial requirements

Costs of replicating the program are basically those of staffing, staff training, and follow-up monitoring.

services available

A Follow Through Resource Center.

Descriptive program materials are available. Program orientation workshops, including direct observation of I-FT classrooms in operation and consultation with resource center director about implementation options and costs, are available. Comprehensive in-classroom training at I-FT resource center is given. Post-training technical assistance and ongoing evaluation for personnel at replication sites are provided.

contact

Bessie Chumley-Jones, Project Director; Indianapolis Follow Through; 901 N. Carrollton Ave.; Indianapolis, IN 46202. (317) 266-4137.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-120 Approved: 8/17/77

Compiled Summer 1979

PROJECT KANSAS CITY FOLLOW THROUGH PROJECT: RESOURCE CENTER [formerly Kansas City Behavior Analysis (BA) Follow Through Project #1: Resource Center]

descriptors Behavior Change, Contingency Management, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Kindergarten, Language Arts, Mathematics Instruction, Motivation Techniques, Parent Participation, Primary Education, Team Teaching, Validated Programs

target audience Approved by JDRP for low-income inner-city children K-3, and their parents. It has been used in other settings with medium-income children, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An individualized K-3 basic skills program with built-in motivation.*

The Kansas City Follow Through program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continuous mastery of these skills through third grade. Classrooms are staffed with at least one aide, enabling children to receive small group and individualized instruction.

A token reinforcement system is used to motivate kindergarten and first-grade students to work up to their maximum achievement levels. The school day is divided into "earn" and "spend" periods. During earns, or instructional periods, the children are given tokens for attention to and improvement of their work. Later in the day, the children spend the tokens by selecting one from a number of teacher-prepared activities.

Second- and third-grade students make daily work contracts with their teachers. By the terms of the contracts, each child agrees to complete assignments in all subject areas in return for a period of free time to engage in a self-selected activity.

Inservice training is provided for all teachers and aides. It is designed to meet the needs of individual children. Training includes identifying, clarifying, and implementing instructional objectives as determined by program evaluation. Training extends to the implementation of a motivational system and the use of appropriate teaching techniques.

evidence of effectiveness Comprehensive Test of Basic Skills data from spring 1978 indicate Follow Through kindergartners scored, on the average, at the 82nd percentile in reading and the 78th percentile in math, while a comparison group scored at the 63rd and 64th percentiles, respectively. Follow Through first and second graders (Stanford Achievement Test) and the third graders (Iowa Test of Basic Skills) scored, on the average, at or above grade level, while comparison children scored significantly lower. Comparison groups were similar in geographic location and socioeconomic status.

implementation requirements Program may be adopted by any school, regardless of location or population served. Adoption requires a joint decision by administrators, teachers, and parents. Training is required for all staff members involved in implementation. One person at adopting site should be designated coordinator/liaison between Kansas City Follow Through Resource Center and adoption sites. Adoption sites begin program implementation at kindergarten level.

financial requirements Costs of instructional materials and training manuals are minimal. Program replication costs are basically for staffing.

services available A Follow Through Resource Center.

Training for adoption sites is available at no cost. Training and monitoring services by Kansas City Resource Center staff are available at no cost.

contact Mattie G. Story, Project Director; 1600 E. Linwood Blvd.; Kansas City, MO 64109.
(816) 923-2290.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-130   Approved: 8/22/77

Compiled Summer 1979

PROJECT MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project

descriptors Cognitive Development, Educationally Disadvantaged, Home Instruction, Home Visits, Instructional Materials, Language Development, Parent Child Relationship, Parent Participation, Play, Preschool Education, Preschool Programs, Prevention, Toys, Validated Programs

target audience Approved by JDRP for two-year-olds at risk for educational disadvantage.

description *A voluntary home-based program for preventing educational disadvantage by enhancing parent-child interaction with children 2-4 years old.*

MCHP/VIP's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother's exchanging language (symbols for events and concepts) around interesting, conceptually rich materials. "Mother" may be any adult who has a primary, nurturing relationship with the child. Goals are to increase mother's positive interactive behavior, aid child's cognitive-socioemotional growth, and prevent school problems.

The program is based in the child's home, with twice-weekly, half-hour Home Sessions over two school years; the child's starting age is two. The number of sessions is geared to the mother's needs, with a maximum of 46 per year. Home visitors ("Toy Demonstrators") model techniques for the mother from a structured curriculum and involve the mother and child together in play. Materials consist of 12 books and 11 toys, given to the child each year in weekly installments. There is a Guide Sheet for each. The Guide Sheet is intended for the Toy Demonstrator, but it may also be used by the mother. All Guide Sheets list the same core concepts (e.g., colors, shapes) and related behaviors (e.g., matching, imagining), but examples of each from the related book or toy are given to encourage the adult to devise more examples of her own. The books and toys (chosen on 37 specific criteria, of high quality, and commercially available) and the Guide Sheets are progressively more complex. Toy Demonstrators are women, paid or volunteer. They need no work experience or education beyond high school. They learn their program skills from a college-degreed program coordinator in an initial eight-session training workshop, which is followed by weekly meetings and individual conferences.

Unique program features are the explicitly detailed, two-year method; the structured yet flexible curriculum; the permanent gifts of quality curriculum materials; and specific techniques to guard against the program's possible intrusiveness (home visitors are trained not to teach or counsel).

evidence of effectiveness Rigorous research, 1965-78, with low-income, minority families. 1978 post-program group surpassed controls in maternal interactive behavior on VIP's "MIB" (267 to 157) and in child Binet I.Q. (107 to 101). Third grade: program group surpassed comparison on WRAT subtests (reading, 100 to 89; arithmetic, 102 to 91). Acceptance: 85-100%. Visits failed: 15%. Generalizability: 29 certified, out-of-VIP replications, 1969-78, including two funded by Title I.

implementation requirements Staff consists of coordinator with college degree to supervise one paid or volunteer Toy Demonstrator per 15 mother-child dyads. Coordinator trained at D/D site. Adopter agrees to follow standards and methods of D/D, with minor variations for local adaptation, and to provide coordinator with office space for conferences and supplies, telephone, and part-time secretary. School districts, single schools, or other service organizations (family service agencies or mental health clinics), alone or in cooperation with a school system, may adopt.

financial requirements Based on 60 dyads (30 in start-up year), D/D per-unit cost for first two years is $143 (staff training by D/D, 23%; overhead, 7%; books and toys, 70%); salaries not included. After first two years, per-unit cost is $113 (staff training by D/D, 3%; overhead, 9%; books and toys, 88%). Additional costs: D/D's occasional long-distance telephone calls to adopter, and four visits to adopter site during the first two years.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

contact Naomi Feldheim, Director, Demonstration Center, or Phyllis Levenstein, Executive Director; Verbal Interaction Project; SUNY at Stony Brook; 5 Broadway; Freeport, NY 11520.
(516) 868-7770.

Developmental Funding: HEW: Children's Bur., (Ofc. of Human Devel. Servs.), Nat'l. Inst. of Mental Health, Nat'l. Ctr. for Ed. Comm. (USOE)

USOE JDRP No. 78-165 Approved: 11/27/78

Compiled Summer 1979

PROJECT MECCA: Make Every Child Capable of Achieving

descriptors Basic Skills, Individualized Instruction, Learning Disabilities, Mainstreaming, Prevention, Primary Education, Task Analysis, Validated Programs

target audience Approved by JDRP for kindergarten and first grade.

description *An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.*

In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides daily intervention and observation within the regular kindergarten classroom for children with potential learning problems. (The MECCA programs provide daily observation, profiling, and intervention techniques within the regular classroom for every child in need of such services.) The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think carefully about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

evidence of effectiveness The project has had extensive evaluation since 1973-74 by an outside evaluator. Children with potential learning problems receiving the MECCA program of early intervention show significant differences on standardized measures of readiness compared with chidren in both alternate treatment and control groups. On standardized tests, 70% of the MECCA children evidence average or above-average performance in readiness skills at the end of kindergarten.

implementation requirements The program requires a minimum of one classroom teacher, one part-time aide, and 30 minutes per class session (per day or half day) from a special education teacher. The program can be adopted by a single class or all K-1 classes in a district. Teachers must be willing to individualize teaching and share space and responsibilities with aide and special education teacher/consultant.

financial requirements Start-up and maintenance costs: approximately $40 per pupil. Reduction in total cost occurs as fewer pupils in upper grades require special education services.

services available No special network funding supports this project's dissemination efforts. Awareness materials and curriculum materials are available. Visitors are welcome on school days.

contact Helen Paris; Meriden Public Schools; Main Street South; Meriden, CT 06450. (203) 235-6359.

Developmental Funding: USOE BEH Title VI-G

USOE JDRP No. 77-111 Approved: 3/23/77

Compiled Summer 1979

PROJECT

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

descriptors

American Indians, Basic Skills, Contingency Management, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Motivation Techniques, Multicultural Education, Parent Participation, Primary Education, Programed Instruction, Staff Improvement, Validated Programs

target audience

Approved by JDRP for grades K-3.

description

An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher's aides.

The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes six concepts: token delivery or contract system for motivation; individualization; programmed curricula; progress monitoring; staff training and career development; and parent involvement.

A unique feature of the project is the use of traditional native activities as reinforcement for appropriate social and academic progress. Thus, culturally relevant motivators are used to sustain efforts in basic skills areas.

The utilization of parents as classroom teacher's aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in making policy decisions concerning the project. With the use of programmed materials and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

evidence of effectiveness

On WRAT Arithmetic Scale (1969), 62% of grade 1 Follow Through children scored at or above grade level. Comparison group: 24% (grade 2) at or above; 22% (grade 3) at or above.

implementation requirements

Decision to adopt must be jointly considered by all school personnel in coordination with parents. Orientation and training for implementation should occur at all stages for all involved. Potential adopters should assign one monitor person to be responsible for communication and gathering of information and establish a parent or community advisory board for planning. Start-up requires training materials for staff development; these are not required for maintenance. Program implementation requires at least two years. The project begins in kindergarten and first grade, then advances to the second and third grade.

financial requirements

The costs of replication are basically those of staff training and teacher's aides.

services available

A Follow Through Resource Center.

Awareness materials are available, with printed brochures available for dissemination. On-site visits allow prospective clients to inspect project classrooms as well as to view slide presentations of all components of the project.

contact

Phyllis Big Left Hand, Director; Northern Cheyenne Follow Through Project; Lame Deer, MT 59043.
(406) 477-6386.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-151 Approved: 9/9/77

Compiled Summer 1979

PROJECT OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: LEARNING THROUGH LITERATURE

descriptors Disadvantaged Youth, Economically Disadvantaged, Literature, Parent Participation, Primary Education, Reading Instruction, Validated Programs

target audience Approved by JDRP for grades K-2. The program is applicable to other grade levels, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary approach utilizing a literature-centered curriculum for students in grades K-2.

The Oakland Follow Through Program model provides ongoing needs assessment of children in grades K-2 according to performance objectives, and offers specific instruction to children's needs, utilizing a wide variety of experiences related to children's literature.

The literature-centered curriculum was devised to capitalize on a form of communication through which children could share knowledge, feelings, cultural information, and appreciation. It helps children learn to encode and decode language; comprehend what is read at the factual, interpretive, and applicative levels; make judgments; engage in critical thinking activities; reflect upon the material read; learn new words and ways to use them; learn about different forms of literary expression; relate to other fields such as music, art, drama, science, and social studies; enhance self-concept; and understand nutritional needs. Affective goals include: deriving pleasure from literary experiences; transferring positive literary experiences to other areas; gaining a wider appreciation of authorship; deriving wider appreciation of awareness of one's own or others' cultural backgrounds.

Literary experiences take place in the framework of existing basal reading programs and provide the basis for further activity in language-development activities or other subject areas. The room environment is conducive to a wide variety of activities that motivate reading. Conversely, literature-related activities also motivate participation in other activities in the classroom. Language-development experiences in the home are encouraged.

evidence of effectiveness Evaluation data show that Follow Through students, when compared to children not in the program, received significantly higher scores in reading.

implementation requirements There must be adequate orientation for school staff. Auxiliary staff must be provided for implementation planning, training, instructional staff consultation, and assistance. Materials for the program must be developed and provided throughout the program operation. Specific ideas should be given on the utilization of existing library and audio-visual facilities and other language materials, and also for language-development experiences for use in the home.

financial requirements The cost of replicating a program that supplements the basic instructional program are those dealing with training of personnel, the provision of classroom assistance, and the development and provision of instructional materials. Costs depend on the number of auxiliary staff members and the materials needed for the number of classes.

services available A Follow Through Resource Center.

Awareness materials are available. Orientation and observation of the program approach are available on-site as prearranged with resource center personnel. Limited amounts of awareness and orientation materials are available free. Adopters assume costs for materials needed for replication of the program approach. Adopters are provided a three-hour training period at their site. Follow-up training is provided if necessary. Technical assistance is provided by mail or phone. A training publication is sent each month for one year free to adopters.

contact Marilyn M. Jones, Resource Center Coordinator; Oakland Public Schools Follow Through Program; Resource Center; 1011 Union St.; Oakland, CA 94607. (415) 465-5073.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-150 Approved: 9/9/77

PROJECT PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

descriptors

Consultants, Diagnostic Tests, Educational Games, Handicapped Children, Home Instruction, Home Visits, Identification, Kindergarten, Mainstreaming, Parent Participation, Preschool Education, Validated Programs

target audience

Approved by JDRP as a program for four-year-olds. It has been used in other settings with all children birth through kindergarten and their parents, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program available to all preschool children, birth through four years, structured to increase each child's chances for success in school.

The overall objective of the district-wide programs available to all preschool children is to increase each child's chances for success in school. Whatever the preschool age, we provide the resources; parents are the principal teachers and the home is the teaching center. Our special concern is locating, testing, and treating children with special problems. We start early -- from birth. We provide parents with "Games To Grow On" -- easy-to-do, age-sequenced learning activities that encourage maximum visual, motor, and language development. We test children, beginning at age three, then provide the specialist staff for weekly home-teaching follow-up with child and parents on any problem that could interfere with later learning. When our children are four, we provide a comprehensive program -- called Saturday School -- which not only is still home-based and parent-child centered but brings child and parent to school. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. An additional number receive short-term attention. The second component is a three-hour school "day" on Saturdays that mainstreams even the most severely handicapped. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Seventy-eight percent of the parents teach once every six weeks. Weekly one-hour home teaching visits including two or three neighboring children and their parents constitute the third component. Children with special problems are visited each week by a teacher-specialist. The fourth component consists of home teaching throughout the week by parents, who receive a weekly home activity guide suggesting learning "games." Two additional features make Saturday School unique. Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Second, Saturday School makes staff development a continuous process: teacher and teacher-specialists meet one week before school starts plus two half-days each week during the school year to plan, confer, and receive training.

evidence of effectiveness

Average gains of all Saturday School students: 16 months in intellectual growth (Slosson Intelligence Test); 15 months in language development (Merrill Language Test); 12 months in visual-motor skills (Beery Test of Visual-Motor Integration). Follow-up studies show Saturday School children now in sixth grade score higher on achievement tests than children with and without preschool experience.

implementation requirements

Program may be adopted totally or in part. Staff training is conducted by us in two- and three-day institutes at our site. Program may be adapted by an individual school or entire district, in a rural or urban setting. It is easily adapted for Title I funding and requires a commitment to work with parents. Adapters should also develop means of evaluating school year gains of children (but may use different tests). Project materials may be used by adapting schools.

financial requirements

Saturday School's average cost (1978-79): $350 per child (enrollment, 700). Materials average an additional $10 per child. Program uses otherwise vacant kindergarten classrooms on Saturdays and available materials found in classrooms. Program started with half-time teacher and specialist staff, 20 hours/week; staff now full-time. Some consultative staff are needed, but available school district personnel and community resources may be used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochure and materials list are available. All program materials are reasonably priced and available for teacher and/or parent use. Visitors are welcome by appointment. Monthly two-day mini-institutes are conducted at project site. Out-of-state training can be arranged (all or partial costs to be paid by requesting states). Out-of-state conferences can be arranged (costs may be shared, depending on our financial resources).

contact

Marion M. Wilson, Director; Early Education; Ferguson-Florissant School District; 655 January Ave.; Ferguson, MO 63135. (314) 595-2354 or -2355.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-47 Approved: 5/23/74

PROJECT PARENT READINESS EDUCATION PROJECT (PREP)

descriptors Identification, Learning Disabilities, Parent Education, Parent Participation, Parenthood Education, Preschool Education, Prevention, Program Descriptions, Validated Programs

target audience Approved by JDRP for preschool children with developmental delays, parents, and high school seniors.

description

An early-intervention project for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children and high school students learn pre-parenting skills while working with children.

PREP is appropriate for special education, Head Start, and Title I programs. The goals of PREP are to identify preschool children with potential learning problems and develop a plan of remediation; to teach parents how to develop the skills necessary for academic achievement in these children and to teach child development and management techniques; and to train high school students for more effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 48 families. The model has been successfully adopted in inner-city, suburban, and rural areas and in diverse socioeconomic areas throughout the United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors, and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

All children are tested in the fall of the year prior to entering kindergarten. Based upon indications of potential learning problems and parental willingness to participate, 48 children are selected. Priority is given to children with younger siblings. The children attend PREP one morning a week in groups of 12. Activities that the parent and child do together at home are the key to skill development. Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are emphasized in the classroom and home curriculum. One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Parents also meet in a group to discuss topics related to raising and nurturing children. Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self concepts during the second semester. They attend weekly seminars and receive course credit in child development. Topics such as the origins of behavior and responsibilities of parenthood are discussed.

evidence of effectiveness

Participants made great gains in school-readiness areas. Mean scores from the Caldwell Cooperative Preschool Inventory, administered 1972-74: pretest, 24.35; posttest, 49.92. Control mean: pretest, 24.95; posttest, 40.20. Results are significant at .01 level. Parents had excellent attendance, reporting that their parenting styles evolved toward promoting cognitive growth and positive self-concepts in their children.

implementation requirements

Staffing to reach 48 families requires two teachers (can be .6 time), one part-time secretary, and one part-time aide. Training sessions last three days. A large classroom equipped for young children, an observation room, and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

financial requirements

Staff (all can be part-time): two teachers, one secretary, one aide. Cost of equipping preschool classroom, $1,200; observation room, $1,000; PREP manuals, $25; parent library, $500; curriculum materials, $800.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Project-developed materials are available for purchase at nominal cost. Training is given at project or adopter site. Follow-up services and consultations are provided. Visits to projects are encouraged. Information sessions are held at frequent intervals. Staff are available for presentations. Cost arrangements will be negotiated and can be shared.

contact Diane K. Bert, Project Director; Redford Union School District, 18499 Beech Daly Rd.; Detroit, MI 48240. (313) 535-2000, ext. 201 or 202.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-51 Approved: 5/9/74

PROJECT PERCEPTION+

descriptors Basic Skills, Communication Skills, Elementary Education, Learning Processes, Lesson Plans, Perceptual Development, Readiness, Remedial Instruction, Skill Development, Validated Programs

target audience Approved by JDRP for kindergarten (Level I) and first grade (Level II). Level I can be initiated at any time between preschool and eighth grade, and Level II in the following year, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A prerequisite to any formal learning discipline.*

PERCEPTION+ addresses the student's ability to learn. If the ability to learn is a skill, as we believe it is, then learning can be learned as a skill. PERCEPTION+ is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it is being used for remediation. It is designed to be introduced at the kindergarten level, but it is being used effectively from preschool to junior high.

PERCEPTION+ is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics," and they are attainable through the 15-minute PERCEPTION+ lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher offers experiences, and the students describe them in their own words. PERCEPTION+ is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units, PERCEPTION+ students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The PERCEPTION+ program provides children with the means for making information meaningful. Finally, PERCEPTION+ is applying: information that has been internalized can be easily and readily applied. Understanding generated in one context can be transferred to new and different contexts without reteaching. The PERCEPTION+ program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. They also come to perceive the subtle differences: the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can determine logically what they have to know. As students apply internalized understanding to new experience, teachers will know what their students know.

evidence of effectiveness Evaluation through pre/posttesting with Knobler Perceptual Development Series and teacher's subjective-response questionnaire showed 100% greater growth for experimental classes in skills tested than for control classes. Teachers consistently report above-average impact on perceptual awareness, communication skills, eye-hand coordination, thinking, and decision making.

implementation requirements In recognition of the unique character of each classroom situation, PERCEPTION+ is a program more to be adapted than adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in 1-1/2 hours, or they can replicate the program from the teacher's guide and available filmstrip/tape or from the TV presentation on project philosophy, rationale, and methodology.

financial requirements The program can be implemented for as little as $30 (the cost of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: Level I (first year), Level II (second year), and Tactual Level I and Tactual Level II as supplements for children with deficiencies. Each kit is $30. These are totally self-contained and nonexpendable, and are for use with an entire class regardless of size.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff will, on request, present awareness and/or training sessions to interested educators at the project site or out of state (costs to be arranged). Within limits, staff members will offer subsidized services to districts outside New Jersey. There are educators in other parts of the country who have been certified by the staff as recognized trainers for the program. If so desired, we will refer districts in their areas to them for training.

contact Arlene Schor, Director, or Edward Tittel, Project Disseminator; PERCEPTION+; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200, ext. 257 or 288.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-78 Approved: 6/7/74

PROJECT THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

descriptors

Handicapped Children, Home Instruction, Home Visits, Infancy, Parent Education, Parent Participation, Precision Teaching, Preschool Education, Validated Programs

target audience

Approved by JDRP for handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

description

A home-teaching program serving multicategorical handicapped children from birth to six years of age.

The Portage Project is financially supported by 23 local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family each week to aid parents in assessing the child's present skill level in five developmental areas; targeting emerging skills; developing skills necessary to teach the child; defining appropriate teaching techniques; and evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that effective parent involvement is the main ingredient in effective, long-term early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three or four prescriptions are left weekly, and parents teach the child daily and record the child's progress. On the following home visit, the home teacher records post-baseline data on each task that serve as the basis for weekly curriculum modification.

A new aspect of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. During the regular home-visit session, instruction is provided for the parent as well for as the child.

evidence of effectiveness

As measured by the Cattell Infant Test and Stanford-Binet, children in the project (mean I.Q. 75) gained 15 months in an eight month period. Another evaluation measure showed that greater gains were made by Portage Project children in mental age and in language, academic, and socialization skills than by children receiving only classroom instruction. The Portage Project has been replicated in approximately 30 sites. All have demonstrated similar gains.

implementation requirements

Three teachers (professional and paraprofessional) and one master teacher (professional) should be employed 100% on the project. Resource personnel should be available to the staff for assessment and curriculum planning. All instruction takes place in the child's home. The only facility necessary is a small office for storing materials and for staff meetings. Initial training consists of four or five days of intensive instruction at the replication site. One or two follow-up visits must be scheduled during the year to assess program effectiveness and evaluate curriculum planning, data collection, and the home teaching process.

financial requirements

Based on a nine and one-half month school year, per-pupil cost averages $650. Start-up cost ranges from $775-$1,600 per child per year (data secured from replication sites).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Monthly training sessions for potential adopters are provided at project site (adopter pays only its own costs). Project prefers to conduct training at adopter sites (expenses are covered).

contact

David E. Shearer, Project Director, or Neal Schortinghuis, Co-Director; Cooperative Educational Service Agency 12; 412 E. Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-5342.

Developmental Funding: USOE BEH

USOE JDRP No. 75-75 Approved: 11/10/75

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PROJECT PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I

descriptors

Behavioral Objectives, Diagnostic Testing, Disadvantaged Youth, Economically Disadvantaged, Health Education, Individualized Instruction, Language Development, Motor Development, Parent Participation, Perception, Preschool Education, Self Concept, Validated Programs

target audience

Approved by JDRP for four-year-old children who live in Title I target school attendance areas.

description

A program designed to provide individually prescribed educational activities for disadvantaged children, age 4.

The project's basic purpose is to diagnose the needs of each child and provide individually prescribed activities to meet those needs. An important feature of the program is the instructional component, supported by parental involvement and health education.

Upon admission to the early childhood program, each child is tested and test results are analyzed to provide data concerning auditory and visual reception, gross and fine motor skills, visual motor integration, and expressive and receptive communication. Using this profile of strengths and weaknesses, the teacher establishes instructional objectives for each child.

Teachers keep individual logs that detail progress through the sequence of objectives developed for each child, as well as activities designed to accomplish those objectives. Children with suspected deficiencies in speech and language beyond the scope of planned classroom experiences are referred to the early childhood speech pathologist for intensive therapy.

Total-group experiences, such as cooking, storytime, and field trips, provide opportunities for development of socialization skills and expansion of each child's understanding of the world in which she/he lives. Daily activities, conducted in a warm, accepting environment, are directed toward the development of the whole child -- her/his mental, social, physical, and educational growth.

evidence of effectiveness

When compared with a control group, PREDICT-I children (1974-76) showed statistically (.05) significant growth in: cognitive ability as measured by the Slosson Intelligence Test for Children and Adults; concept formation as measured by the Boehm Test of Basic Concepts; and language usage as measured by the Grammatic Closure Subtest of the Illinois Test of Psycholinguistic Ability.

implementation requirements

Different adopter plans are possible. Minimum time requirements for adoption include a one-day project-site or adopter-site orientation session, one-day adopter-site follow-up inservice, and one-day adopter-site program evaluation. Project staff expenses will be negotiated with State Facilitators and/or adopter site. Adopters schedule the time, place, and participants -- teacher(s), aide(s), special resource persons. Special arrangements can be made to inservice units as small as a single center.

financial requirements

Start-up cost for instructional supplies and equipment: $1,000 per center (32 pupils). Maintenance cost for instructional supplies and equipment: $300 per center.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available. Visits to the centers can be scheduled for any Tuesday or Thursday.

contact

Arlene Thompson; Cedar Rapids Community Schools; 346 Second Avenue Southwest; Cedar Rapids, IA 52404. (319) 398-2111.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 76-101 Approved: 10/18/76

PROJECT PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME

descriptors Down's Syndrome, Individualized Instruction, Infancy, Parent Participation, Preschool Education, Special Education, Validated Programs

target audience Approved by JDRP for Down's syndrome children, birth to age 6.

description *A program designed to accelerate and maintain developmental gains of children with Down's syndrome, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.*

Children and parents participate in six programs: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten and Primary. The Infant Learning Class provides individualized instruction in early motor and cognitive development for children from birth to 18 months of age. Parent and child come to the center for weekly 60-minute sessions. Training is also continued by parents in the home. Early and Intermediate Preschool and Kindergarten parents participate weekly as teacher's aides and data takers to learn techniques for maintaining the child's progress at home. The Down's Syndrome Performance Inventory is used as an assessment tool and guide for setting curriculum objectives. The skills are developmentally sequenced, and provide a record of the child's performance and progress.

(The Model Preschool Center for Handicapped Children was initially funded by BEH as a center with training, research, and service components. More recently its funding has been for outreach activities. The Center is affiliated with the Experimental Education Unit of the College of Education and the Child Development and Mental Retardation Center at the University of Washington, Seattle. Both Program for Children with Down's Syndrome and Communication Programs were developed by the Model Preschool Center for Handicapped Children.)

evidence of effectiveness Data from testing with Down's Syndrome Performance Inventory, Denver Developmental Screening Test, Uniform Performance Assessment System, Gesell, Stanford-Binet, Peabody Picture Vocabulary Test, and classroom observation show that children served in the Down's Syndrome Programs have met and are maintaining developmental and cognitive objectives.

implementation requirements Program places emphasis on strategies and procedures. Ordinary school equipment and materials are used to facilitate development. Access to support services, technical assistance, and resources in the community is necessary, as well as visits to and internships at the project site. Parent involvement is required. The project maintains close contact with children in adopter programs; data exchange is required.

financial requirements Costs for four-quarter period: $2,100 per student. Figure includes salaries for qualified personnel, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Brochures, assessment materials, program planning guides, and specific staff and parent training programs are available at cost. Slides and videotapes are available for rental or purchase. Visitors are welcome by appointment. Project staff may be able to attend out-of-state conferences (expenses are covered). Instruction sessions are regularly available during summer. Other inservice training can be arranged (costs to be negotiated).

contact Alice H. Hayden, Director; Model Preschool; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH USOE JDRP No. 75-64b Approved: 9/3/75

Compiled Summer 1979

PROJECT

PROJECT REAL [formerly Project REAL/Lebanon Follow Through Program]

descriptors

Basic Skills, Community Resources, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Handicapped Children, Individualized Instruction, Inservice Education, Multicultural Education, Parent Participation, Self Concept, Staff Improvement, Validated Programs

target audience

Approved by JDRP for elementary schools, especially grades K-3, teachers and teacher assistants, all school staff, and parents.

description

A program providing comprehensive services for low-income children and their families.

Key elements of Project REAL for adoption/implementation purposes are: a personalized educational program that emphasizes the basic areas of reading, language, and mathematics/problem solving within an integrated learning process; provision for a variety of parent involvement activities aimed at helping parents become effective educational decision makers, informed educational advocates, direct participants in their child(ren)'s education, and active learners; and a staff development system that provides for ongoing teacher consultation by district staff in areas of the helping process, decision making, educational process, and program management.

Project REAL uses an instructional model based on the Responsive Education Program developed by Far West Laboratory. Under this program, Responsive Principles and Responsive Process are guidelines for planning and implementing activities in the key element areas of classroom instruction, parent involvement, and staff development. The Responsive Principles inform the development of conditions essential to the learning environment. Assets focuses on learners' strengths and interests, Decision Making helps learners become self-directed, Integrated Learning teaches basic skills in practical contexts, and Interaction promotes valuing individual differences and similarities. The Responsive Process provides a systematic set of procedures for planning and implementing learning activity. It helps to make learning objectives, activities, and assessments personally meaningful by stressing the need to gather information about the learner, determine the learner's experience as a basis for program planning, and integrate the activity and apply the knowledge and skills gained to new situations.

The program primarily serves low-income children, although others receive full instructional services. A high percentage of special needs children are served, although the program is not specially targeted for handicapped.

evidence of effectiveness

Metropolitan Achievement Test means for 1974 grade 3 Lebanon Follow Through students (with national Follow Through/non-Follow Through means in parentheses): Reading, 57.4 (36.8/42.1); Math Problem Solving, 16.3 (12.7/13.9). Raven's Progressive Matrices, 1974 (Stanford Research Institute): 20.3 (17.7/18.6). Lebanon CTBS scores for 197[illegible] (publisher's national norms in parentheses): Reading, 48.6 (35.2); Math Concepts, 22.7 (12.6); Math Application, 14.0 (9.9).

implementation requirements

District goals, programs, curriculum, and philosophy must be compatible with program's goals and principles. Developer will assess program system and community characteristics of potential adopters. Staff participates in a three- to five-day preservice training program and monthly follow-up inservice activities. A team approach is utilized.

financial requirements

Cost of implementation depends on adopter's current staffing patterns and the number of program elements adopted. Release time for staff training constitutes the largest share of the cost.

services available

A Follow Through Resource Center.

Awareness materials (brochures, Information Packets, Teacher Booklets) are available on request. Visitors are welcome by appointment. Project staff are available for awareness presentations, conferences, workshops, implementation training, and follow-up consultation/monitoring. Training materials will be supplied to adopters at minimum cost. Training is conducted at project or adopter site.

contact

Susan Koen, Coordinator; Project REAL/Follow Through Resource Center; 85C Mechanic St.; Lebanon, NH 03766. (603) 448-3797.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-154 Approved: 9/12/77

Compiled Summer 1979

PROJECT RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER

descriptors

Disadvantaged Youth, Economically Disadvantaged, Home Instruction, Home Visits, Learning Activities, Parent Education, Primary, Self Concept, Teacher Aides, Validated Programs

target audience

Approved by JDRP for children in grades K-3 and their parents.

description

A program teaching parents to establish a home environment that promotes active participation in their children's education, and to augment their children's self-esteem and learning abilities.

The Richmond Follow Through program is based on the active involvement of parents in the education of their children. This concept is founded on the premise that patterns of and motives for academic achievement and personality development in primary grade children (K-3) are largely the result of home-study influences. The Richmond program is designed to provide a systematic means of linking home and school for the ultimate purpose of improving the educational performance of the children involved.

The key element in the Parent Education process is a group of paraprofessionals called Parent Educators. Two are assigned to each Follow Through class. Parent Educators spend approximately 50% of their time as classroom aides, and the remaining time (two days per week) is spent visiting the homes of Follow Through children. The weekly home visit from the Parent Educator is an integral part of the Home Learning Cycle. In simplest terms, this weekly cycle involves an individualized Home Learning Activity (HLA) which is taught by the teacher to the Parent Educator, who teaches the HLA to the parent, who in turn teaches the HLA to the child, thus providing continuous reinforcement of the child's educational achievements. The guiding principle throughout the Home Learning Cycle is a set of 10 basic tenets (Desirable Teaching Behaviors) identified by the sponsor and accepted by Richmond Follow Through as important ingredients in the teaching-learning process. Teachers and parents are encouraged to use open-ended questions, positive reinforcements, and the discovery approach to stimulate and expand the intellectual processes of the learner.

Materials for individualizing instruction are used at each grade level to supplement school district curricula. The project is continuously developing a library of Home Learning Activities consisting of tasks designed to reinforce students' cognitive skills and affective behavior. In 1974-75, a description of the four volume library (language arts, social studies, science, mathematics) was placed in the Educational Reseach Information Clearinghouse (ERIC) system for international distribution.

evidence of effectiveness

Mean scores (1976-77) of Follow Through and non-Follow Through students (latter in parentheses). Kindergarten (Metropolitan Readiness Test): pre, 49.41 (50.48); post, 61.74 (53.55). Grade 1 (Metropolitan Readiness Level 2): pre, 46.94 (44.24); post, 62.28 (55.88). Grade 3 (SRA Level 2) reading: pre, 183.88 (167.34); post, 252.67 (200.98); language arts: pre, 189.75 (167.65); post, 244.71 (189.54); math: pre, 177.29 (168.06); post, 247.78 (202.26).

implementation requirements

Successful implementation requires at least two days of on-site training.

financial requirements

The minimum cost of replicating the parent education program is $100 per child. This includes services of paraprofessionals, training staff, and teaching materials.

services available

A Follow Through Resource Center.

Awareness materials are available. Training process packages and curriculum materials are also available.

contact

Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219. (804) 780-5341.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-146 Approved: 9/6/77

Compiled Summer 1979

PROJECT

PROJECT STAY: School To Aid Youth

descriptors

Attitudes, Behavior Problems, Dropout Prevention, Individualized Instruction, Learning Difficulties, Mathematics Instruction, Primary Education, Reading Instruction, Validated Programs

target audience

Approved by JDRP for grades 1-3.

description

A program providing early identification and treatment of social, emotional, and academic needs of pupils.

Children enter on screening administered during kindergarten year. They remain on Project STAY one half-day, the regular classroom the other half-day. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers and has found they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, Virgin Islands, Western Australia, and Puerto Rico; over 6,000 visitors have visited Project STAY.

evidence of effectiveness

Project STAY conducts a yearly evaluation. All students are pre- and posttested on the Stanford Achievement Test and Wide Range Achievement Test. Other tests are administered if needed. Results are available upon request.

implementation requirements

Adopter identifies high-risk kindergarten children to receive special services during first year of school. Inservice staff and first grade teachers secure materials. Space required is determined by pupil enrollment. Program may be used in one classroom (30 children) or by an entire school district.

financial requirements

Cost of program is approximately $40,000 for a regular elementary school. Actual cost per pupil during three years of federal funding was $612.33. The cost of the program will vary depending upon the components adopted.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials (including Project STAY slides) are available. Visitors are welcome by appointment. Training is conducted at the project site and out of state. Project staff can attend some out-of-state conferences.

contact

Pat Ross, Project Director; Project STAY; Moore Public Schools; 400 N. Chestnut; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 43 Approved 4/9/73

PROJECT TITLE I ESEA PRESCHOOL

descriptors Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Kindergarten, Open Education, Parent Participation, Readiness, Unit Plan, Validated Programs

target audience Approved by JDRP for kindergarten students.

description *An early childhood diagnostic/prescriptive program providing individualized instruction for each child.*

This program provides an open classroom design for kindergarten activities. Measuring and weighing activities, number concept activities, nature observation, book viewing, musical activities, home life simulation, water activities, and flannel board sharing occur in learning centers in each classroom. Intellectual development is stressed. Instruction is divided into the following units: home and school, health and safety, community helpers, the farm, the city, pets, woodland animals, holidays, seasons, the five senses, foods, and our bodies. In addition, children are taught over 100 specific concepts in language, math, and science.

evidence of effectiveness The California Achievement Test, Form C, was administered pre/post in 1977, following JDRP approval. Teacher-made checklists and continuous teacher evaluation are also used. Financial and evaluation data were collected in 1974-75.

implementation requirements No special facilities or equipment are required. Each class of 20 children requires one teacher and at least one aide. Instructional units are independent; some or all may be implemented.

financial requirements Teacher-made materials and the curriculum guide were developed over a period of 10 years. Parent participation manual and curriculum guide are out of print; there are no current plans to reprint.

services available No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out of state. Project staff can attend out-of-state conferences (expenses must be paid).

contact Bonnie Nicholson; Bessemer City Schools; 412 N. 17th St.; P.O. Box 868; Bessemer, AL 35020. (205) 424-9570.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 26 Approved: 4/4-5/73

PROJECT TRENTON FOLLOW THROUGH: Behavior Analysis Approach

descriptors Advisory Committees, Arithmetic, Basic Skills, Disadvantaged Youth, Economically Disadvantaged, Handwriting, Health Programs, Motivation Techniques, Parent Participation, Primary Education, Reading Instruction, Spelling, Validated Programs

target audience Approved by JDRP for K-3 students of all abilities and their parents, especially from low-income families. It can be used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

The Follow Through program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide, and a parent educator, allow for small-group instruction.

Programmed instructional materials are used primarily, because they enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials recommended for use in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system.

Parents become involved in the Trenton program in two ways: as classroom instructional personnel, and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). The rotation of parent educators provides ample opportunity for interested parents to become acquainted and involved with their children's educational experiences. Each parent educator participates in a five-day training sequence. The Policy Advisory Council assists with the planning and operation of program activities and actively participates in the decision making concerning these activities.

School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and other vital screening (dental and vision) with follow-ups to each child enrolled in the program.

evidence of effectiveness The Trenton program improves academic performance of low-income urban students to (or near) grade level in reading, arithmetic, and spelling. Data collected annually over nine years indicate a .01 significance level (Wide Range Achievement Test). Annual Consumer Evaluation questionnaires to parents and students show high satisfaction level regarding program.

implementation requirements Adoption entails a joint decision by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member is designated the liaison between Trenton program and adoption site. Trenton program provides follow-up training and feedback at replication site. Adoption possible for single classroom; entire schools are preferred. Other options are possible; e.g., all kindergartens in a district. Each classroom is staffed with a teacher and teacher's aide (parent educator optional). A variety of commercially available materials already found in most classrooms is used.

financial requirements Teacher-student ratio 1:25 with paraprofessional teacher's aide; one site trainer (adoption site liaison person). This is a reassignment of current personnel. A training and monitoring contract between adoption site and Trenton program assures proper program implementation. Adopter must maintain a system for continuously monitoring student progress. Behavior Analysis handbook, approximately $20; Trenton-developed handbook, free.

services available A Follow Through Resource Center.

Awareness materials (brochures, technical briefs, slide show, videotapes) are available. Visitors are welcome by appointment. Orientation, observations, and training seminars are available at project site and out of state (if the latter, exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be partially subsidized). Quarterly newsletter and awareness materials sent upon request.

contact Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 396-7646, ext. 405/406.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-139 Approved: 8/26/77

PROJECT TULARE FOLLOW THROUGH

descriptors

Biculturalism, Bilingual Education, Cultural Awareness, Disadvantaged Youth, Economically Disadvantaged, Family Life, Home Instruction, Language Arts, Multicultural Education, Parent Education, Primary Education, Self Concept, Validated Programs

target audience

Approved by JDRP for all students grades K-3 and their parents.

description

An Oral Language Development program promoting the use of standard English in all areas of the curriculum and a Social Education program emphasizing the positive aspects of children's cultural backgrounds, with parents as contributing partners in their children's education.

The Oral Language Development program stresses a flexible, sequential system of instruction, designed to meet the needs of children who speak non-standard English. Kindergarten materials, English and bilingual (Spanish), focus on the development of motor, visual, and auditory skills as children learn English syntax. In grades 1-3, the goals are to develop oral language and reading proficiency and to provide opportunities for application of skills in all areas of the curriculum.

Social Education (Southwest Educational Development Laboratory, Austin, Texas) encourages development of cultural awareness with lessons about the immediate family, families in the community, and other cultures. The Social Education program provides children with an opportunity to develop a positive self-image and an understanding of cultural diversity.

Parent Involvement includes: Home Learning Centers (parents receive instruction that enables them to teach enrichment activities in their homes after school twice a week to small groups of children); Home Secrets (parents interact with their children at home from a packet of prepared activities that include Language Usage, Reading, and Math); Classroom Volunteers (parent workshops are developed to teach parents to assist a small group of children); Each One Teach Some (after initial presentations and practice, parents conduct parent education sessions); Reach Out and Teach (parents meet with a trained leader to learn about Discipline, Family Roles and Relationships, and La Familia Y El Respeto).

evidence of effectiveness

Results of the Comprehensive Test of Basic Skills achievement testing in Language, Reading, and Math for three successive school years indicate increasingly greater percentages of K-3 pupils scoring at or beyond the 50th percentile: 1975, 46%; 1976, 52%; 1977, 55% (according to publisher's national norms).

implementation requirements

One person to monitor and supervise total program. Inservice for implementation personnel. Program materials. Adoption commitment for a minimum of two years.

financial requirements

Staffing: one person to monitor and supervise total program. Materials: Social Education*: Year 1, $133; Year 2, $208; Year 3, $407. Concepts and Language (English K)*: $380. Kindergarten Bilingual (Spanish)*: $420. First four parent involvement programs: little or no cost; fifth program (Reach Out and Teach): $150 per kit. Oral Language Development materials: no cost. (Instructional kits marked * may be shared by several classrooms.)

services available

A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment. Also available: inservice and technical assistance for program implementation; display of instructional materials; continued contacts with program implementation sites.

contact

Ione P. Waite, Director; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274. (209) 688-2892.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-127

Approved: 8/19/77

Compiled Summer 1979

PROJECT WATERLOO FOLLOW THROUGH: Individualized Early Learning Program

descriptors Ancillary Services, Basic Skills, Concept Formation, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Inservice Education, Parent Education, Perceptual Development, Primary Education, Readiness, Reading Instruction, Validated Programs

target audience Approved by JDRP for students in grades K-3; especially adaptable to low-income students.

description

An individualized sequential program of instruction in readiness skills and reading for students in grades K-3.

The Waterloo Follow Through project provides a sequenced program of individualized instruction, with emphasis on student self-management skills and classroom management techniques. Active parent participation is stressed.

The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program (emphasizing basic skills in a hierarchical sequence) includes the areas of classification, quantification, and four perceptual areas: visual motor, auditory, general motor, and letters and numerals. An individualized and adaptive reading program for grades 1, 2, and 3 follows the readiness program. Students are initially introduced to blending skills, with follow-up instruction provided through sequenced taped skills lessons.

Staff training is provided for increasing teacher and teacher-associate skills in: diagnosing individual student learning needs, prescribing, recordkeeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies to provide a variety of paths for student attainment of objectives is stressed.

A five-week training program for parents is provided to help them gain skills to facilitate student learning at home and in the classroom. Parents receive training through actual classroom experiences as well as through participation in weekly seminars. A home-visitation program and planned activities encourage parents to become involved in their child's school.

evidence of effectiveness Results of scores on the 1963 edition of the Metropolitan Readiness Test for children with and without Follow Through treatment have been compared from 1967-76. Follow Through students have progressed from the low average to the high normal range. Wide Range Achievement Test scores from 1972-76 show increases of one to two years' growth in reading through fifth grade for Follow Through students when compared to previous non-Follow Through groups. Details available.

implementation requirements The Waterloo Follow Through instructional program can be adopted by a single classroom unit or by several units. The PEP readiness program may be adopted as a separate component. IPI Reading and/or Parent Involvement may be implemented in conjunction with the PEP program. Pre-adoption training, teacher-associate services, limited special classroom equipment, and construction of individualized learning materials are necessary. Adopter site must provide liaison person. Pre- and posttest data are recommended.

financial requirements Program materials: Readiness, $32 per child for start-up; $10 per child for maintenance; Individually Prescribed Instruction (IPI) Reading, $75 per child for start-up, $29 per child for maintenance. Parent involvement: one staff person and approximately $1,000 per year for materials and supplies.

services available A Follow Through Resource Center.

Awareness materials are available at no charge. Visitors are welcome by appointment. Awareness conferences and training services are available at project or receiver site (costs to be arranged). Training manuals and implementation materials available at cost. No Follow Through funds are available for assisting receiver sites. Waterloo staff will provide information for use in preparing Title IV-C funding requests to cover adoption costs. Field visitations made by Waterloo staff (costs to be arranged).

contact Dorothy Winter, Project Director; Follow Through Resource Center Project; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (800) 55[illegible]1775 [in Iowa, (319) 233-8461].

Developmental Funding: USOE Follow Through USOE JDRP No. 77-148 Approved: 9/6/77

Compiled Summer 1979

PROJECT WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER

descriptors

Basic Skills, Behavior Change, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Parent Participation, Positive Reinforcement, Primary Education, Team Teaching, Validated Programs

target audience

Approved by JDRP for grades K-3, especially for low-income disadvantaged students. It can be implemented in other settings with any group of K-3 students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

The model used by Waukegan Follow Through was developed by the University of Kansas. The significant components of the program are: team teaching; training of staff; emphasis on basic academics, approved curriculum; continuous progress monitoring and feedback; motivation system; comprehensive services; and parental involvement.

All classrooms use a behavior analysis approach and staff are trained in positive reinforcement techniques. Academic materials are introduced and taught in kindergarten. Curriculum for reading and spelling is based on programmed instruction material. Individual student targets are established for each child. Parents are used as paid paraprofessionals in order to give them the opportunity to observe and influence their children's education. Close contact with student progress is provided by computer feedback on a biweekly basis in reading, math, and spelling.

evidence of effectiveness

This project was among the national sample selected by the Stanford Research Institute for evaluation of Follow Through programs. Yearly pre/post data have been a part of the University of Kansas evaluation. Children at this site who, prior to the project, were falling progressively below grade level on national achievement tests are now scoring at or above grade level on the Wide Range Achievement Test.

implementation requirements

A decision to implement the program must be shared by teachers, administrators, and parents. All persons concerned with implementation should be trained in the model. At least one person should be designated as a coordinator of activity after training is completed. The building principal should fully understand the program and be capable of monitoring the instruction.

financial requirements

The costs of replication are basically those of teaching staff, other staff, consumables, and possibly video equipment.

services available

A Follow Through Resource Center.

Awareness materials, film, slide film, on-site and off-site training are available. Schools implementing program receive training manuals and staff training at no cost. Project personnel are available for workshops on a shared-cost basis.

contact

Harry Bowen, Associate Superintendent; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085. (312) 336-3100, ext. 418, 419.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-126 Approved: 8/19/77

Compiled Summer 1979

PROJECT

THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM [formerly Public School 243/Bank Street College Follow Through Program]

descriptors

Ancillary Services, Basic Skills, Class Management, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Grouping (Instructional Purposes), Individualized Instruction, Language Arts, Parent Education, Parent Participation, Prevention, Primary, Social Studies, Student Attitudes, Validated Programs

target audience

Approved by JDRP for K-3 children of all abilities and their families.

description

A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

The program is geared toward preventing early school failure and developing attitudes in the child that enable him/her to maintain his/her academic competencies throughout his school years. There is systematic assessment of all entering children. Diagnostic teaching in the language and reading areas and an integrated curriculum are developed, based on trained observation by staff, standardized tests, and a wide range of analytic tools developed by Bank Street College. A consistent record of skills attainment is maintained. Periodic review and evaluation of the children's progress is made by an interdisciplinary team in cooperation with parents. Emphasis is placed upon understanding each child's strengths, prior learning, competencies, needs, and learning style. The daily instructional program is organized around individual, small- and large-group instruction, and child-initiated activities. With social studies as the core, other curriculum areas are interwoven in study of the child's immediate environment that later extends to the larger environment. A wide variety of materials is used. Classroom and curriculum management are based upon agreed limits, with children participating in discussions and understanding the reasons for decisions. Ongoing workshops and parent-training programs are designed for greater parent understanding and participation. The program maintains a curriculum resource room and a children's ethnic heritage resource room. The Follow Through Program comprehensive team consists of: the school administrators; the project coordinator; the classroom team of teacher and educational assistant; staff nurse; social worker; family assistant; senior school neighborhood worker; and Bank Street College field staff and staff developers, who facilitate the process of adult learning through demonstration, team planning, workshops, and supportive techniques.

On February 1, 1978 the project opened an on-site demonstration/diffusion center.

evidence of effectiveness

Standardized texts reveal that a smaller percentage of Follow Through children fall one or more years below grade level relative to expectations on national norms, and that they exceed local norms at grades 3-5. In addition, Follow Through children remain above grade level after the Follow Through program.

implementation requirements

Minimum staffing requirements: a classroom teacher, teacher's aide (or volunteer), and personnel to act as staff developer (assistant to principal, teacher trainer, etc.). This team, augmented by parents or a parent program developer, is trained at the Follow Through Resource Center; additional training is given at the adopter site. Training is also geared to developing new or existing comprehensive services personnel of the adopter site.

financial requirements

Training for staff teams. A variety of materials and equipment found in child-centered programs. Commercially published tests and Bank Street College-developed diagnostic tools. A wide range of children's trade books.

services available

A Follow Through Resource Center.

Awareness materials are available. Awareness visitations and consultations are offered on a scheduled basis. Services available at project site: observation of demonstration classrooms; training program for staff and parents; consultation staff; partially subsidized costs for released time; resource rooms for workshops and study of program materials. Services available at adopter site: ongoing training and support (costs may have to be partially subsidized); visitations and consultations at Bank Street College (sponsor).

contact

June Douglas; Follow Through Program; P.S. 243; 1580 Dean St.; Brooklyn, NY 11213.
(212) 772-2888.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-156 Approved: 9/12/77

Compiled Summer 1979

ENVIRONMENTAL EDUCATION/SCIENCE/SOCIAL SCIENCE

project ADVENTURE - Massachusetts 6-3
An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

project CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood - Illinois 6-4
An interdisciplinary curriculum (science-social science) in environmental education designed to prepare students to examine local environmental problems and understand why citizens must develop an environmental ethic based on sound technological choices.

CRITICAL ANALYSIS AND THINKING SKILLS (CATS) [formerly Value Analysis Program] - Utah 12-4
A program offering students a sound, systematic, and practical way of making more rational decisions, constructively criticizing positions taken by others, and identifying and solving problems.

CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me) - Ohio 12-5
A curriculum to help students understand the causes and consequences of behavior.

CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center - Florida 6-5
Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

project ECOLogy (Environmental Career-Oriented Learning) - Washington 6-6
A project aimed at infusing ecological concepts, career information, and future understandings into basic skills subject matter by utilizing a format that is convenient for teachers to implement.

ECOS TRAINING INSTITUTE (ETI) - New York 8-4
A program offering workshops designed to assist diverse local school districts with infusing environmental or career education components into their curriculum.

project I-C-E (Instruction-Curriculum-Environment) - Wisconsin 6-7
A concept-based, integrated, interdisciplinary, total K-12 environmental education program.

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE) - New Jersey 6-8
A secondary social studies program designed "to turn students on to active citizenship."

ISIS: Individualized Science Instructional System - Florida 6-9
An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

project KARE (Knowledgeable Action to Restore our Environment) - Pennsylvania 6-10
An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty" interdisciplinary learning activities.

LAW IN A CHANGING SOCIETY (LCS) - Texas 6-11
A K-12 social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.

MEDIA NOW - Iowa 11-3
A course of study in the mass media.

METRICS MADE EASY - California 9-47
A systematic hands-on approach to metrication that includes field-tested techniques, activities, an assessment system, and staff development materials.

POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT - New Jersey 6-12
An interdisciplinary environmental education program focusing on values clarification and decision making.

project R-3: Readiness, Relevancy and Reinforcement - California 9-58
A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

RELIGION IN HUMAN CULTURE (RIHC) - Minnesota 6-13
A complete program on the major religious traditions of the world for social studies classes, grades 9-12.

PROJECT

PROJECT ADVENTURE

descriptors

Elementary Secondary Education, Group Activities, Humanistic Education, Interdisciplinary Approach, Learning Activities, Outdoor Education, Physical Education, Problem Solving, Self Concept, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades 6-12. Parts of the program have also been applied in therapeutic and camp settings, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy with a humanistic group-process approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problems and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility, and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students, and an academic curriculum component designed to give hands-on experiences and a practical application of the "basics." The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept.

The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

The project offers teacher-training programs in both academics and physical education. These are intended to give teachers skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of enthusiastic teachers from a single school attends a five-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process.

Many of this project's adoptions have been in the area of environmental education.

evidence of effectiveness

Evaluation data (1971-72) show that participation in Project Adventure significantly improved students' self-concept and level of achievement motivation as measured by the Tennessee Self-Concept Scale, the Rotter Scale of Internal vs. External Control, and a School Climate Survey. There has been measurable improvement of physical functioning on five of six measures. Students and parents see growing self-confidence and more active participation in school programs as outcomes.

implementation requirements

Attendance at the five-day workshop is essential. Ideally, one or more interested and enthusiastic teachers are trained in the physical education or curriculum workshop or in both. (Both programs can be taught by teachers who are willing to try.) A supportive (or at least a neutral) administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling is also required. No special facilities are needed, although the Ropes Course apparatus for the physical education program calls for some open space around playing fields or in a wooded area. No special staffing is required.

financial requirements

The five-day residential teacher-training program costs approximately $200 per teacher for room, board, and materials, travel costs not included. For the physical education component, schools should allow a minimum of $2,200 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, and camping equipment, depending on the curriculum developed.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. On-site visitation is welcome by appointment. A slide/tape presentation can be rented from the project for a nominal fee. Written curricular and evaluation materials are available at cost. Five-day residential training workshops are conducted at the project site. Workshops can be held at out-of-state sites (project staff costs must be paid). Project staff are also available for awareness presentations, conferences, and limited implementation follow-up (travel and expenses are shared).

contact

Robert Lentz, Director, or Alan Sentkowski, Associate Director; Project Adventure; P.O. Box 157;
Hamilton, MA 01936. (617) 468-1766.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 4 Approved: 4/9/73

Compiled Summer 1979

PROJECT

PROJECT CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood

descriptors

Curriculum, Educational Objectives, Energy Conservation, Environmental Education, Interdisciplinary Approach, Land Use, Performance Based Education, Pollution, Problem Solving, Secondary Education, Special Education, Urban Environment, Validated Programs

target audience

Approved by JDRP for students of all ability levels, grades 9-12. It has been used in other settings in selected middle schools and, with modifications, in high school level special education classes, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary curriculum (science-social science) in environmental education designed to prepare students to examine local environmental problems and understand why citizens must develop an environmental ethic based on sound technological choices.

Project CREATION is a curriculum for high school teachers to use as the basis for a semester- or year-long course in environmental education. The curriculum is divided into four major categories: land use, pollution, urban management, and energy. A student studies one unit in each category during a semester, choosing units of his/her interest. The units available in each category are: land use -- urbanization and zoning, streets and roads, parks and recreation; pollution -- air, water, noise, and rural; urban management -- solid waste, waste water, and population; energy -- gasoline, electricity, nuclear power, coal, and solar.

The curriculum is intended to teach a series of objectives: those universal to all people on the planet, those particular to each of the four broad categories, and those unique to each unit. At the beginning of each unit, a student takes a pretest to assess understanding. The student completes the unit readings/activities, working individually, in a small group, or as part of the larger class; progress is monitored on the basis of the student's objectives. Since the curriculum is designed around performance levels, students do not move forward in the unit until they demonstrate competence on objectives. When a unit is completed, students are asked to examine real environmental problems in the local community. Often, such problems exist within the school setting itself. Local problems selected for study may be simple, advanced, or open-ended, depending on student ability. A unit posttest measures student growth in terms of cognitive gains. In some districts, various media (slides, videotapes, etc.) have been used to record local problems for examination.

A common problem-solving model is used as a guide for examining local problems, weighted between sociological and purely scientific concerns. The program presents a balanced view of the needs of a technological society and the needs of the environment. Emphasis is placed on an acceptable balance within the framework of an environmental ethic. The program has been successfully adopted/adapted in over 50 high schools located in six states in rural, suburban, and urban settings.

evidence of effectiveness

Three standardized tests were used in a pre/posttest design with CREATION students and control groups: Morehead Environmental Awareness Test (1975-76, 1976-77, 1977-78); Test of Reasoning in Conservation (ETS, 1976-77, 1977-78); and a local instrument (1975-76, 1976-77, 1977-78). CREATION students showed significantly higher cognitive gains on all tests as compared to control groups.

implementation requirements

The curriculum can be implemented as a new course or as a modification of an existing ecology/environmental education course. A two-day workshop introduces teachers to the curriculum design and shows them how to adapt it to their own settings. Districts must pre/posttest students with the evaluation instrument designed for the course, and students must study a minimum of four units per semester. Many adopters have integrated their own classroom activities/exercises with program objectives, showing that CREATION is highly adaptable to individual districts.

financial requirements

There are 15 CREATION units, with support materials. Each unit costs $2. (Cost is subject to increase.) Curriculum materials remain in the classroom and can be used by many different classes each day. A classroom of 25 students doing small-group work could rotate 25 units. Schools using all 15 units should estimate costs based on $2 per unit. Travel expenses and per diem must be paid for staff who visit an adopter site.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at cost. Visitors are welcome by appointment. Project trainers are available for workshop sessions at project or adopter site and for out-of-state awareness meetings. Costs of services for awareness, training, evaluation, and consultation must be paid by adopters or facilitators. Such costs will be negotiated. CREATION is a member of the Illinois Diffusion Network, with experience in the process of awareness, adoption, workshop, and follow-up.

contact

Jean G. Hauser, Director, or Barbara A. Barchi, Coordinator; LaSalle-Peru Township High School;
541 Chartres St.; LaSalle, IL 61301. (815) 223-6596.

Developmental Funding: USOE ESEA Titles III and IV-C   USOE JDRP No. 78-190   Approved: 6/5/78

PROJECT

CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center

descriptors

Basic Skills, Ecology, Educational Objectives, Elementary Secondary Education, Environmental Education, Field Studies, Interdisciplinary Approach, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades K-8.

description

Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

A comprehensive, teacher-written nine-year program of progressive investigation of an estuarine ecosystem. Multi-disciplinary in approach, the program centers around a core of 37 learner-based objectives. Each objective is addressed by one or more instructional units and reinforced by a specific field activity. Each objective is also addressed on identical pre/posttests.

Immediately prior to the once-a-year field trip, one to four weeks of classroom preparation (one period per day) is spent with the preparatory curriculum materials. These materials include Learning Activity Packages, activities booklets, puzzles, games, and slide/tape programs. Class and teacher then visit the Center for a specified period of time, depending on grade level (ranging from two hours for kindergarten to two days for grades 5-8). While at the Center, and on ensuing field trips to the estuary and ocean beach, each student participates in an active program of investigation, data collection, and/or problem interpretation and solution.

The programs address themselves to basic-skills development, as well as to organism identification and environmental concerns. The metric system is used extensively. Vocabulary units are a part of each grade activity. Pre- and posttests measure cognitive gains by objective.

All materials and instruments were developed and refined over a three-year period and subjected to extensive data analysis. More than 5,000 students (the county's entire population of grades K-8) were used as the experimental group. All materials are available at reproduction cost, with duplication rights to the purchaser.

Evaluation data show that learner gains were sizeable at all grade levels, and were proven significant at a .01 level on a t-test of correlated means. Learner gains were often most dramatic on the lower end of the student spectrum, where motivation for conventional classroom routine is often lacking.

evidence of effectiveness

Teacher-prepared pre/posttests administered over a three-year period to 5,000 students (migrant to ultra-affluent) showed average gains ranging from 12.3 for first grade (high pretest score) to 34 for fourth grade (low pretest score). Item analysis was conducted and tests were twice revised. Split-half reliability coefficient was computed and yielded .76 to .93 (satisfactory to excellent).

implementation requirements

Program may be implemented by a single classroom teacher and 25 students or by any level up to district-wide with special staff. One or two days' training per grade level is required. Training is provided on a daily basis at developer site. Adopter-site training can be arranged where 10 or more teachers are to be trained. Majority of adoptions to date have been at classroom or school level; two district-wide adoptions involving more than a dozen schools each have been established. Implementation at elementary level requires minimal investment; middle school requires somewhat more, primarily for field equipment.

financial requirements

One complete set of all curriculum materials (A-V units, flash cards, card game, felt-board pieces, etc.) for all nine grades (K-8), $216 (price subject to change with increased costs). Duplication rights go with materials. Individual grade packages range from $11 (kindergarten) to $35 (seventh grade). Each individual item is also available separately. Staffing depends upon number of grades and students involved.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Staff can attend in- and out-of-state awareness conferences if expenses are paid. Visitors are welcome by appointment. Training at developer or adopter site is available under certain conditions (costs to be negotiated). Trouble-shooting assistance, adaptation of materials to local sites, and impact assessment are also available.

contact

Jay Jarrett, Project Director; Environmental Studies Center; 2900 N.E. Indian River Dr.; Jensen Beach, FL 33457. (305) 334-1262.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-78 Approved: 12/18/75

PROJECT

PROJECT ECOLogy (Environmental Career-Oriented Learning)

descriptors

Career Education, Ecology, Elementary Secondary Education, Energy, Environmental Education, Futures (of Society), Instructional Materials, Pollution, Validated Programs

target audience

Approved by JDRP for K-12 students of all abilities, teachers, curriculum planners, and program managers.

description

A project aimed at infusing ecological concepts, career information, and future understandings into basic skills subject matter by utilizing a format that is convenient for teachers to implement.

Project ECOLogy uses a motivating series of lessons/units/strategies/activities designed by teachers. Each unit is used in the classroom over a four-week period -- typically for one hour a day. The units are called Environmental Learning Experiences (ELEs), and supportive resource packages are called Project Activity Kits (PAKs). The program has developed six primary, 14 intermediate, and eight secondary units, 15 of which have supporting Project Activity Kits. Each ELE is attractively packaged with a picture of the Project Activity Kit, background information, conceptual overview, master material list and pre-unit activities, and guided lessons. The contents of these units focus on the major categories of environmental concern: energy, water, air, solid waste, and noise. The materials are easily adopted by individual classroom teachers.

evidence of effectiveness

Analysis of test results showed a significant pupil gain at the .05 level of confidence. The instruments were locally developed to evaluate changes in cognitive knowledge as a result of project intervention and to measure the lower cognitive processes identified in Bloom's Taxonomy. JDRP report available.

implementation requirements

Under system/unit adoption, teachers receive units from Project ECOLogy for review; a cost worksheet is prepared; the decision to adopt is formalized; and a one-day workshop is scheduled. Cost range: $364 to $4,988, depending on the number and type of units selected. Under teacher adoption, individual teachers order and teach the unit(s) which suit their curriculum, using the pre/posttest format supplied by Project ECOLogy. No workshop required. Cost range: $3 to $1,200. If evaluation testing is not initiated, such use of program materials is considered an adaption. Cost range: $3 to $1,200.

financial requirements

Maximum: if the total program is adopted, a district will purchase 28 ELEs, 14 PAKs, 24 evaluation packages, and supplies to replenish kits, for a total cost of $4,988. Minimum: adaption of single units costs $3/unit. Cost worksheet available on request.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available at no charge. Visitors welcome by appointment. Project has a team of nine trainers available for workshop sessions and out-of-state awareness meetings. Costs of service for awareness, training, and evaluation are negotiable.

contact

Bill Guise; Highline School Districts; 15675 Ambaum Blvd., SW; Seattle, WA 98166. (206) 433-2453.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-80 Approved: 12/18/75

Compiled Summer 1979

PROJECT

PROJECT I-C-E (Instruction-Curriculum-Environment)

descriptors

Attitudes, Elementary Secondary Education, Environmental Education, Interdisciplinary Approach, Learning Activities, Validated Programs, Values

target audience

Approved by JDRP as a K-12 integrated environmental education program for all teachers in major discipline areas, excluding foreign languages, and for most student ability levels.

description

A concept-based, integrated, interdisciplinary, total K-12 environmental education program.

Project I-C-E offers a total K-12 curriculum and instruction program for environmental education. Its primary goal is to lead students directly or subtly to awareness, appreciation, recognition, and action regarding the vital issues, concerns, and factors shaping environmental attitudes and values.

Twelve major environmental concept categories provide a framework for the program, as well as for each grade level and subject area. The entire program is neither scientifically nor technically oriented; it is based on the assumptions that all teachers can and should teach environmental concepts, and all disciplines (subject areas) must be used to reinforce environmental learning.

Through the use of a supplementary episode ("mini-lesson") design, the learning activities may be integrated into traditional courses of study by substitution of content or activity; hence, the program does not make additional instructional demands on teachers. The lessons are referenced as to concept; they have subject-area and topic designations, suggest several alternative student-centered activities based on cognitive and affective objectives and necessary skills, and include suggested reference and instructional resources for teachers. The program emphasizes use of the urban and natural community as an extension of, and reinforcement for, classroom activities. No special equipment, facilities, or staffing are necessary.

Project curriculum guides and model field-activity units can be used by individual teachers, groups of teachers, schools, or, regardless of locale or circumstances, a K-12 system.

Since 1975, I-C-E has accumulated over 90 adoptions/adaptions in 19 states, involving more than 4,000 teachers. A number of the adoptions include total K-12 district staff. One state, Indiana, has made the I-C-E curriculum materials an integral part of the SEA-supported total environmental education program.

evidence of effectiveness

An evaluation design, using project-developed criterion-referenced instruments tested for validity and reliability, showed statistically significant student cognitive gains in the 12 major environmental concept categories for sample grades. Gains from pre- to posttest were as follows: grade 2, 5.28; grade 5, 5.14; grade 8, 2.95; grade 11, results were inconclusive. A complete evaluation report is available.

implementation requirements

The adoption/adaption agreement to implement the I-C-E program requires: a minimum of 20 teachers in the district to be trained, or, if less than 20, a total building staff; district/school acquisition of curriculum materials for staff training; a one-day (five-hour) period available for training; local staff commitment to teach a minimum of six of the 12 program concepts; local responsibility for monitoring implementation; evaluation feedback from teachers on lessons and activities via simple monitoring reports; and when possible, the pre- and posttesting of students at sample grades 2, 5, 8, and 11.

financial requirements

The 39 I-C-E curriculum guides range in price from 75¢ to $3.75; these together with other program implementation materials average approximately $5 per teacher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. I-C-E will present awareness programs nationwide (costs to be negotiated). Visitors are welcome at the project center by appointment. All training is at adopter site (costs to be arranged). All program curriculum materials are available. I-C-E RMC rental media materials available to teachers at adopter sites. Effectiveness of program adoption, with a minimum five months' implementation, may be evaluated with a series of Environmental Cognitive Inventories (ECIs) for sample grades 2, 5, 8, and 11.

contact

Robert J. Warpinski, Director; Project I-C-E; Cooperative Educational Service Agency No. 9; 1927 Main St.; Green Bay, WI 54301. (414) 497-3755.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-39 Approved: 5/14/75

PROJECT INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

descriptors

Citizenship, Community Resources, Curriculum Guides, Daily Living Skills, Educational Alternatives, Legal Education, Secondary Education, Social Studies, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades 9-12. Present materials adaptable to grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A secondary social studies program designed "to turn students on to active citizenship."

Rationale: National polls and IPLE tests show that most secondary students have insufficient knowledge or skills to be inclined to assume their political/legal rights and responsibilities. IPLE was funded to design and field-test units giving secondary students knowledge, understanding, and practical experiences in political, governmental, and legal processes. Staff have trained over 400 teachers and work with educators in more than 40 states. With the increasing interest in law-focused education programs and the commitment being made by numerous states to develop effective citizen education courses for students, the IPLE model is particularly timely.

Curriculum: The curriculum, developed initially by the IPLE staff together with teachers and students in eight New Jersey districts, comprises an integrated mixture of innovative printed and audio-visual materials, role-playing, simulation games, and practical experience through internships and contact with community leaders. Crucial to the curriculum are the voluntary services of resource people who contribute their expertise. The League of Women Voters and the Bar Association work closely with the project. The three components (focusing on political structures, governmental organization and processes, and law-related concerns) are based on four curriculum guides: Voter Education; Government: the Decision Making Process; Individual Rights; and Fair Trial/Free Press. While there is a logical sequence from one component to another, each is independent and can be offered as a mini-course. Additionally, Juvenile Justice and Law and the Family are two new guides for the legal component. Hundreds of IPLE students in New Jersey and across the country not only acquire political and legal knowledge and develop organizational, leadership, and communication skills, but, perhaps more importantly, they successfully use their new abilities to register voters, poll the electorate, intern in local and county offices, and involve themselves constructively in community-based activities.

Instruction: The program stresses a two-fold approach: acquisition of knowledge and skills, and participation by students, first in classroom and school activities, then in the actual community, most often in local and state agencies. Field study and internships are vital aspects. No specific instructional approach is required; however, an inquiry-oriented peer-teaching approach is recommended.

evidence of effectiveness

In comparison with a control group (1973-74), IPLE students showed substantial gains in both cognitive and affective areas based on pre/post responses to the Test of Political Knowledge ($p < .001$) and the Inclination to Participate Test ($p < .01$). That many students have built upon their IPLE course experiences is demonstrated by their choice of college majors and careers.

implementation requirements

An adopting/adapting district agrees to: implement IPLE materials and model in a year-long course or in mini-courses; have at least one teacher participate in a training workshop; purchase the IPLE teacher curriculum guides; and assume travel and per diem expenses for IPLE personnel to conduct follow-up consultations strengthening the adoption/adaption. To fully implement IPLE, attendance at a three- to five-day teacher training workshop is recommended. Experience has demonstrated that a stronger program results when administrator, teacher, and student attend together.

financial requirements

Major implementation cost is training of teachers. Depending on where workshops are conducted, how trainer(s) expenses are paid, and under what funding auspices workshops are held, costs can be as low as cost of workshop materials, which include one set of all teaching manuals required for a quality adoption, or approximately $55. After initial start-up investment for staff training and materials, program maintenance should not require an increase in operating expenses.

services available

An NDN-funded Developer/Demonstrator Project.

Complimentary awareness materials are available. Visitors may come to the project office and/or school demonstration sites by appointment. Staff will conduct awareness sessions and training workshops (at project site or out of state), but travel and per diem expenses of IPLE personnel must be reimbursed in full or on a shared basis by adopter or State Facilitator. Technical assistance regarding any aspect of law-related education is also provided.

contact

Program Administrator; Institute for Political and Legal Education; Educational Improvement Center South; 207 Delsea Dr. (Rte. 47); RD #4; Box 209; Sewell, NJ 08080. (609) 228-6000.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-92 Approved: 9/18/74

Compiled Summer 1979

PROJECT ISIS: Individualized Science Instructional System

descriptors

Biological Sciences, Environmental Education, Health Education, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, Learning Modules, Physical Sciences, Science Instruction, Secondary Education, Short Courses, Social Sciences, Validated Programs

target audience

Approved by JDRP for science students of all abilities, grades 9-12. The program has been used in grades 7-8 and in health, social science, and physical education courses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

The program consists of 55 short, independent minicourses (34 of which currently have JDRP approval). The courses cover a broad range of topics of practical significance; they are intended to help students meet the diverse needs of today's world. Since the minicourses are independent, they can be used separately or grouped to form year-long courses representing the traditional science areas of life science, general science, chemistry, and physics, or to form a multidisciplinary course. Individual minicourses cover topics related to health, physical education, ecology, and social science as well as the traditional science areas. An accompanying teacher's manual can assist teachers in arranging their own programs with the desired degree of individualization.

Each minicourse is based on 15-20 learner objectives that were drafted at the beginning of the six-year development period by a panel of science educators, scientists, classroom teachers, parents, and students. A minicourse is normally completed by a student in three to four weeks (15-20 class periods). For every minicourse there is a test in two forms, and several minicourses have ancillary items such as cassette tapes, instructional games, atlases, maps, and wall charts. The reading level of the minicourses averages grade 8, as verified by the Fry Readability Graph.

Each minicourse, its accompanying test items, and all ancillary materials were reviewed for their science content at every stage of development and testing by at least two scholars considered to be experts in the content discipline. The materials were also reviewed by a panel from the National Congress of Parents and Teachers, who judged them for bias and appropriate treatment of sensitive issues.

Trial editions and revisions of the minicourses were used by more than 250 teachers with over 25,000 students in 750+ classrooms in 10 states. The schools were in urban, suburban, and rural areas and included a spectrum of racial and socioeconomic populations.

evidence of effectiveness

Thirty-three teachers and 1,468 high school students in seven states participated in the 1977-78 study of effectiveness, using tests developed by ISIS. Compared to control groups, project students demonstrated statistically and educationally significant gains.

implementation requirements

ISIS can be implemented in a variety of ways. A single minicourse can be used by a single student or an entire class to supplement an existing program, or minicourses can be grouped to form a one- to four-year complete science program. The equipment called for in the minicourses is usually available in school science laboratories. A few minicourses can be used outside a laboratory setting. Teachers who use the management manual generally need no more than two days' training to initiate the program.

financial requirements

Costs vary, depending on the minicourses chosen and the quantities requested. Since minicourse activities are usually completed in class, multiple classes can use one set of minicourses. The per-pupil cost for full-year installation compares favorably with single-textbook-based programs. Most ISIS materials are nonconsumable, so recurring costs are mimimal.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter sites (expenses must be paid).

contact Ernest Burkman, Project Director; 414 Education; Florida State University; Tallahassee, FL 32306. (904) 644-2864.

Developmental Funding: National Science Foundation USOE JDRP No. 79-11 Approved: 4/17/79

PROJECT

PROJECT KARE (Knowledgeable Action to Restore our Environment)

descriptors

Curriculum Guides, Elementary Secondary Education, Environmental Education, Interdisciplinary Approach, Learning Activities, Pollution, Process Education, Urban Environment, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades K-12.

description

An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty" interdisciplinary learning activities.

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented interdisciplinary activities. This approach has been adopted in over 400 Local Action Programs conducted in local schools throughout the country. These schools differ significantly in size, demography, and wealth. Programs focus on a variety of environmental problems, including water pollution, community deterioration, and air contamination. Dealing with reality-based problems leads to cognitive development at awareness, transitional, and operational levels. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multischool cooperation develops, since environmental problems ignore sociopolitical demarcations. The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from two to eight classes at various grade levels cooperatively install the approach. In secondary schools, teachers of two or more disciplines are involved. The local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to work with students in planning and conducting environmental studies activities. In addition, staff should be willing to leave the school building with their students, coordinate community involvement, and carry out curricular change on an incremental basis.

Project KARE has produced a series of 12 curriculum activities guides in environmental studies. KARE has also produced two 16mm color/sound films: "Environmental Studies -- The KARE Approach," and "Urban Studies: Two Ways."

The KARE approach was developed and refined in 75 schools in southeastern Pennsylvania during 1971-75. Selected sites may be visited, and a "Guide for Visitors" is available upon request.

evidence of effectiveness

The KARE approach was evaluated during development by ERANDA, Inc. A comprehensive evaluation design measured general and localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Pre/posttesting data showed student growth both in knowledge and attitude. Control groups were used. Test data are available on request.

implementation requirements

Adopters must be willing to attempt curricular change in small, discrete steps. In this process, schools initiate Local Action Programs utilizing activities from KARE Curriculum Guides. School personnel must participate in a three-day training workshop conducted by KARE staff, in which they acquire process skills, prepare plans for Local Action Programs, design evaluation procedures, and receive a set of KARE curriculum materials.

financial requirements

Since each adopter school initiates and generates a unique Local Action Program, cost varies considerably. Set of 12 KARE Curriculum Guides costs $50. Schools need not purchase guides to install a Local Action Program. Costs of the required training workshop ($300-$ ,500), held at adopter sites, are shared by KARE, State Facilitators, and adopters. Trainees expend an average of $100-$500 local money for equipment as they establish their Local Action Programs.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials and sessions are available. Visitors are welcome by appointment. KARE staff conduct training workshops at adopter site only. Since 1975, a total of 81 workshops involving nearly 250 LEAs and over 1,800 participants in 21 states have been conducted. More than 275 awareness sessions have been provided for State Facilitators and state agencies. Following training workshops, KARE staff visit each individual school building, consult with participants, and verify adoption.

contact

Matthew M. Hickey, Project KARE; Montgomery County Intermediate Unit #23; McGinnis Office Building; Route 73 and Butler Pike; Blue Bell, PA 19422. (215) 643-7600.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-40 Approved: 5/14/75

Compiled Summer 1979

PROJECT LAW IN A CHANGING SOCIETY (LCS)

descriptors

target audience Approved by JDRP for teachers and their students in social studies classes, grades K-6; middle school state history; high school American history; high school American government, sociology, and special problems courses.

description *A K-12 social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.*

Curriculum materials complement subjects traditionally taught in social studies classes. A broad range of topics and concepts is addressed in the units in which constitutional issues and the functioning of our legal system predominate. Six organizing generalizations provide continuity throughout the entire curriclum: All people have law; law provides for order in human relationships and makes life more predictable. Diversity and conflict are everpresent in society; the law and legal system provide a mechanism for balancing conflicting interests. Law evolves as a result of the changing needs and values of the people. Laws and values of a society are interrelated; values are reflected in the laws, and the laws reinforce the values. Law in a democratic society defines the legitimate powers of government and protects the rights of the individuals within the society. The vitality of our democratic system is dependent on the choices made and the responsibilities assumed by each individual.

Curriculum materials are activity oriented, and legal content provides a natural vehicle for developing skills related to critical thinking and moral reasoning. The strategies used encourage students to respond at higher thinking levels, consider alternatives and consequences, and evaluate both their own and society's solutions to the social, political, economic, and moral issues which have been resolved through judicial questions. Attitude change is brought about by increasing students' knowledge of the legal system's strengths, teaching them ways to participate in the system, and providing opportunities for positive experiences with functionaries in the legal system. The format of the classroom materials makes them easy to use. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 26 strategies to be used. They are supplemented by optional audio-visual materials which are usually found in school district libraries. An important part of the curriculum is the use of community resources. The local bar association, police department, judiciary, and other legal agencies and groups provide resource speakers and field trip opportunities essential to the program.

evidence of effectiveness Extensive evaluations were conducted with students of teachers using the LCS methods and materials in 1972-73 and 1975-76. Tests developed by teams of independent evaluators included knowledge, attitudes toward law, and attitudes toward legal careers questions. Results showed that experimental students outperformed control students in both evaluations.

implementation requirements Numerous options are available to adopting districts. A district may adopt the program at any or all level(s). Teachers implementing the materials should be introduced to the program through one of the models for inservice training, either the videotape model or the three-week seminar model. This training is meant for teachers who will implement the program, trainers who will conduct staff training in the adopting district, or a combination of the two. Each teacher will need a set of classroom units designed for his/her grade level or subject area. A social studies staff person to coordinate the implementation efforts should also be designated.

financial requirements Cost of classroom materials, $10-$18 per set. Major costs are for teacher training. Costs will vary depending on ability of adopting district to provide time for training, number of persons trained, and training model used. If using videotape model, cost is approximately $35 per teacher plus travel costs and consultant fees for workshop consultant. Additional duplicating paper and transparencies and some supplementary audio-visuals may be required.

services available No special network funding supports this project's dissemination efforts.

Awareness materials including a description of classroom units and accompanying workshops are available at no cost. The LCS office has a complete set of training materials and a list of qualified consultants who can assist interested districts in conducting staff training. All classroom materials are available through the LCS office.

contact Lanette Sullivan, Director; Law in a Changing Society; 3700 Ross Ave.; Box 353; Dallas, TX 75204. (214) 421-0206.

Developmental Funding: USOE ESEA Titles III and IV-C USOE JDRP No. 79-28 Approved: 7/10/79

PROJECT POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT

descriptors

Conservation (Environment), Decision Making Skills, Elementary Secondary Education, Environmental Education, Interdisciplinary Approach, Pollution, Units of Study, Validated Programs, Values

target audience

Approved by JDRP for grades 1-6 and junior and senior high science, health, and social studies classes.

description

An interdisciplinary environmental education program focusing on values clarification and decision making.

The Pollution Control Education Center's program, Priority One: Environment, is a 13-unit interdisciplinary environmental education program for grades 1-12. Values clarification and decision-making activities lead to high student involvement in seeking honest and practical solutions to problems of immediate concern to today's pupils. Each multimedia instructional unit contains comprehensive student and teacher materials. The elementary units cover air and water pollution, solid waste management, recycling, and conservation of ocean and land resources. Four secondary units -- The Energy Challenge, Protecting Our Water Supplies, Air Pollution and Your Health, and Open Lands and Wildlife -- are most often used in the science program. However, they have been designed to be equally effective in social studies and health presentations. Schools interested in interdepartmental cooperative teaching will find these units appropriate.

The entire Priority One: Environment program can be implemented without special staff. Regular classroom teachers receive sufficient help from comprehensive teacher materials. Inservice training is highly recommended but not mandatory.

evidence of effectiveness

Criterion-referenced pre/posttests designed by P.C.E.C. staff were closely related to the instructional objectives upon which the units were based. Evaluation data have shown significantly increased mastery of program content. On both elementary and secondary units, Priority One students scored significantly higher (at the .01 level) on posttests than the control groups. Pupils learned new concepts that became part of their out-of-school experiences.

implementation requirements

Though not mandatory for successful adoption of the Priority One program, staff training is highly recommended. Districts providing inservice training found that a half-day program is successful for either the elementary or secondary program. If staff training is not desired, a thorough review of teacher/student materials should provide sufficient orientation to implement the program. The use of any one unit by one or more teachers is considered an adoption. The secondary level units are not restricted to use in science classes. The program is equally effective when presented in social science and health classes.

financial requirements

Costs of elementary units range from $60 to $75. The cost of each of the four secondary units is $59. Each kit contains complete instructional materials for 30 students. Multiclass use of kits is encouraged. Kits are durable, replacement materials minimal.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost to districts and State Facilitators. Instructional units are available through the project office. Visitors are welcome to observe the program at the project site by appointment. Project staff are available to conduct awareness and training sessions. Training may be conducted at project site or the adopting site.

contact

Charles Murphy, Director, or Karen Fuko, Project Disseminator; Priority One: Environment;
Pollution Control Education Center; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-94

Approved: 9/18/74
7/23/76

Compiled Summer 1979

PROJECT RELIGION IN HUMAN CULTURE (RIHC)

descriptors

Cultural Awareness, Humanities, Religion, Religious Cultural Groups, Religious Education, Secondary Education, Social Studies, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades 9-12.

description

A complete program on the major religious traditions of the world for social studies classes, grades 9-12.

Religion in Human Culture (RIHC) is a semester-length, elective social studies course about religion for high school students. It consists of six instructional units which may be implemented wholly or in part; these include a unit on religious expression and five separate units on the Hindu, Buddhist, Judaic, Christian, and Islamic traditions. RIHC is a program for learning about religions and does not advocate any particular tradition. It is intended to help students acquire greater awareness, understanding, and appreciation for religious diversity and the legitimacy of the various expressions and beliefs. The curriculum content is consistent with United States Supreme Court decisions that public schools shall neither teach nor practice religion but may teach about religion as it affects human history and culture. The overall objectives for the Religion in Human Culture series fall within four categories established by the National Council for the Social Studies Curriculum Guidelines.

Religion in Human Culture exposes students to religious diversity; provides a way to look at religion without making value judgements; develops attitudes of understanding and respect for the beliefs and practices of others; centers on the study of religions as part of the social studies curriculum; furnishes a total teaching package about the major religions of the world; follows an easy-to-use, lesson-by-lesson format; emphasizes inquiry strategies, a developmental process, and substantive content; and presents each tradition from the adherents' point of view.

evidence of effectiveness

In comparison with control groups, students enrolled in Religion in Human Culture showed substantial cognitive gains based on pre/posttest scores from a project-developed test collected during 1977-78 and 1978-79 in urban, suburban, and rural communities. Evaluation data are available.

implementation requirements

Acquisition of the RIHC materials and their use in a high school classroom for one semester, implementation/teacher training workshop of one to three days, depending on adopter needs, and implementation monitoring or follow-up for one year are required.

financial requirements

Complete set of materials for all six curriculum units, $320. For each unit there is a teacher guide, a student reader, filmstrips and guides, cassettes, and blackline masters. Additional student readers for each unit, approximately $2.50. Individual units may be purchased separately. Individual items from each unit may also be purchased separately. Travel and per diem for teacher training are negotiable.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 425 W. 33rd St.; Minneapolis, MN 55426. (612) 925-4300.

Developmental Funding: USOE ESEA Titles III and IV-C USOE JDRP No. 79-32 Approved: 7/12/79

SECTION 7

ORGANIZATIONAL ARRANGEMENTS/ADMINISTRATION

ACE: Administrative Cooperative in Education - Nebraska 7-3
A multidistrict cooperative program providing services to Title I teachers, students, and parents.

ALTERNATE LEARNING PROJECT (ALP) - Rhode Island 2-3
A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL) - Arizona 7-4
Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

a COMMUNITY APPROACH TO YEAR-ROUND EDUCATION (PROJECT C.A.Y.R.E.) - Colorado 2-4
A program designed to meet student learning needs effectively through the use of an alternative calendar while accommodating a greater number of students within existing facilities.

COMPUTER-BASED PLANNING RESOURCES: Project Simu-School - Texas 7-5
A program using computer-based resources for improved educational planning and decision making.

DEMONSTRATION EVALUATION CENTER (CAM) - Minnesota 7-6
Management by objectives applied to classroom instruction.

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP) - Kansas 2-5
A new method of organizing and managing an academic classroom.

FAST: Functional Analysis Systems Training - Michigan 7-7
A developmental diagnostic/prescriptive teaching system for mainstreaming handicapped students.

GEMS: Goal-based Educational Management System - Utah 9-30
A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

HIT: High Intensity Tutoring - Michigan 9-35
An individualized instruction program for sixth-, seventh-, and eighth-grade students identified as deficient in basic grade-level reading and/or mathematics skills.

HOSTS: Help One Student To Succeed - Washington 9-36
A diagnostic/prescriptive/tutorial approach to basic reading skills.

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES - Utah 9-38
A personalized and concentrated reading improvement program for secondary students.

LEM: Learning Experience Module (Educational Management Design) - New Jersey 7-8
A team-teaching approach with a coordinated-scheduling and student-grouping procedure.

PEGASUS: Personalized Educational Growth and Achievement with Selective Utilization of Staff - Illinois 9-51
A management program in reading personalized to meet students' needs.

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education - Alabama 9-52
A locally developed, personalized approach to continuous progress in reading -- a comprehensive development system.

PROGRAMMED TUTORIAL READING - Utah and Indiana 9-57
An individualized tutoring program on a one-to-one basis for first-grade students having difficulty learning to read.

PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)/Community Planning Council on Educational Alternatives (CPCEA) - Connecticut 2-10
An alternative secondary school of choice (HSC); a process for developing models for student/parent choice (CPCEA).

RIGHT TO READ: Wilson Junior High School - California 9-64
An effort to eliminate illiteracy and turn kids on to reading.

THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN - Georgia 10-23
A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

SCHOOL VOLUNTEER DEVELOPMENT PROJECT - Florida 9-65
A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

SENIOR ELECTIVE PROGRAM - New Jersey 2-11
A program exclusively for seniors designed to update curriculum in order to complement an open-space building.

STUDENT TEAM LEARNING: Intergroup Relations - Maryland 9-69
A set of instructional techniques placing students in four- or five-member multi-ethnic learning teams to master basic skills.

URBAN ARTS PROGRAM - Minnesota 11-4
A program used to improve the working relationship between schools and community art facilities.

U-SAIL: Utah System Approach to Individualized Learning - Utah 7-9
An effective, economical, and exportable system for individualization and improvement of instruction.

PROJECT ACE: Administrative Cooperative in Education

descriptors

Compensatory Education, Cooperative Planning, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials Centers, Parent Participation, Regional Programs, Rural Education, School Districts, Summer Programs, Teacher Developed Materials, Validated Programs

target audience

Approved by JDRP for administrators, teachers, intermediate service agencies, and students involved in ESEA Title I projects.

description

A multidistrict cooperative program providing services to Title I teachers, students, and parents.

The primary goal of ACE is to provide quality Title I services to rather sparsely populated rural districts which are often too small to provide all the necessary features of a successful mastery learning program.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for check-out and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school-year and summer programs has been developed and instituted successfully through the combined efforts of the teachers across the districts.

evidence of effectiveness

Fall-to-spring pre/posttesting on the Gates-MacGinitie Reading Test in 1976-77 showed a mean adjusted gain of 1.86 years for project students compared with a 1.18 mean adjusted gain for a control group also receiving Title I services in similar size schools outside the cooperative. 1977-78 scores showed a mean gain of 13.88 NCE units for project students as compared with 8.63 for control students.

implementation requirements

This project is best suited to a large district with multiple attendance centers or to small districts that want to work cooperatively. Some reading and administrative consultant time must be guaranteed. Access to mimeograph equipment is required for the materials support dimension. Project staff will spend a minimum of one day on cooperative management inservice with adopting schools and additional days with support personnel and/or teachers as required.

financial requirements

Cooperative efficiency has enabled this project to operate at or slightly below the average per-pupil cost of similar size districts administering their own Title I programs.

services available

No special network funding supports this project's dissemination efforts. Visitors are welcome by appointment. Assistance in implementing a cooperative model is available at the project site or adopting site.

contact Norman Ronell, Project Director; ESU #7 Title I Cooperative; P.O. Box 947; Columbus, NE 68601. (402) 564-4414.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 78-197 Approved 11/17/78

PROJECT ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)

descriptors

Basic Skills, Class Management, Diagnostic Teaching, Elementary Education, Individualized Instruction, Inservice Education, School Administraton, Self Concept, Validated Programs

target audience

Approved by JDRP for teachers, grades 1-6, in effective classroom management techniques. It has been used in other settings with grades K, 7-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

ACIL's inservice program for administrators and teachers is oriented toward systematic implementation of a humane, individualized environment, emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing, and arithmetic). This "individualized learning system," originally adopted from the Utah System Approach to Individualized Learning (U-SAIL), and known in Arizona as the "ACIL process," provides the framework for inservice training. Diagnostic/prescriptive curriculum-support materials, recommended in this program and developed by the U-SAIL project, help teachers establish an instructional management plan that more nearly meets individual learner needs. The principals', teachers', and students' implementation of process components results in an environment that promotes better learning.

Basic components included in the inservice program are humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily drill, retrievals, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed into classrooms of participating schools through an integrated and systematic inservice training program. The teacher inservice training uses a practical "how-to" approach, supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona -- urban, inner-city, suburban, and rural communities -- with diverse socioeconomic, ethnic, and cultural student characteristics. The ACIL process is used in many schools where individual ethnic groups of Spanish surname, Native American, Black, or Anglo students constitute more than 50% of the school population. School facilities range from open-space to self-contained classrooms. No changes in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in the inservice training, but effective adoptions may also take place with partial staff involvement. Administrative support is essential.

evidence of effectiveness

Pre/posttest reading and math gains, measured with CTBS Form S sub-scores, showed a significant difference ($p < .001$) in favor of ACIL students ($n=1,559$) compared with students not using the ACIL process ($n=422$). Both samples were randomly selected from approximately 27,000 participating and control students throughout Arizona. Pretest: fall, 1974; posttest: spring, 1976.

implementation requirements

Recommended "adoption unit" is an entire school's instructional staff, although a single teacher can adopt the program. No modification of staffing or facility is required. Inservice training of two or three sessions/year for one to three years is recommended. Concept-oriented materials are essential for effective implementation.

financial requirements

Inservice support materials supplied at project's cost, $20 per teacher per year (estimated). Supplemental concept-oriented U-SAIL curriculum materials (optional): reading, $5 per student (estimated); mathematics, $8 per student (estimated). Also uses a wide variety of commercially available materials found in most classrooms. Travel costs and per diem vary with locale. Consultant costs (where appropriate) are negotiable.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at project site (adopting site must cover all trainer costs as well as covering own costs). A remote-site delivery system for inservice features on-site training and remote training through telelectures, video-tapes, A-V presentations, plus actual application activities. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses are negotiable).

contact

L. Leon Webb, Director, or Irene Guilbert, Inservice Specialist; ACIL; 161 E. First St.; Mesa, AZ 85201. (602) 969-4880.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 76-96 Approved 10/6/76

PROJECT COMPUTER-BASED PLANNING RESOURCES: Project Simu-School

descriptors

Administration, Budgeting Computer Programs, Educational Finance, Educational Planning, Models, Operations Research, School Districts, Simulation, Validated Programs

target audience

Approved by JDRP for school administrat[illegible]gional education agency directors, colleges of education, and education[illegible]ng consortia wishing to supply computerized planning assistance to schools.

description

A program using computer-based resources for improved educational planning and decision making.

Project Simu-School has developed and disseminated a series of planning models drawing from operations research and related disciplines. These models can be used individually or linked together as a total educational planning package. The Enrollment and Facilities Projection Model projects enrollment at individual schools; for the district, it determines the number of rooms required, compares room requirements with existing space, and reports surpluses and deficits. It allows the administrator to test various assumptions about enrollment trends and to simulate increased or decreased space at a school. The program will report projected results of each decision and can print comparative reports analyzing differences among various decisions. The Faculty Projection Model predicts the number and cost of teachers starting, terminating, remaining, and needing to be hired on a year-to-year basis. This program moves teachers through the salary schedule and terminates them according to frequencies established by historical data. It uses enrollment data, curriculum data from previous years, and alternatives introduced externally by the user to determine the number of teachers required. The Financial Projection Model projects personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, local tax rate, assessment rate, and related financial data. The program produces a projected budget in Texas Education Agency Bulletin 679 format and provides an over-all financial analysis of the school district by simulating the Minimum Foundation Program of Texas. The program uses historical and current data and various user-selected forecast methods involving pupils, instructional personnel, state support, county support, and district support.

evidence of effectiveness

These criteria are suggested for model evaluation relative to actual application: flexibility, increased comprehensiveness, increased variety of alternatives, speed, reduced time in managing a larger volume of data. The system can be used by an individual administrator or an entire educational consortium.

implementation requirements

To install, validate, and run the first set of reports from the computer-based models costs approximately $6,500 per site or less if all models are adopted. This figure assumes one-quarter use of a full-time systems analyst ($16,000 per year) and includes computer time expense and miscellaneous expenses. Breakdown: salary, $4,000; computer service, $1,500; and miscellaneous (travel, telephone), $1,000. This compares to four to five person-years required to develop the series of programs for a staff skilled in computer programming, planning and research methods, and data management.

financial requirements

Implementers are provided with a copy of the source computer program of model(s) and model user guide(s) which includes a descriptive overview. Software and documentation are provided by the project at no direct cost. Direct cost for technical consultant is individually negotiated. However, additional or diverted resources for computer analyst, data collection, and other related computer expenses should be available. Cost varies with these elements plus choice of model.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact

Jane A. Richardson, Assistant Project Director; Project Simu-School; Dallas Independent School District; 1830 Goldwood; Dallas, TX 75232. (214) 224-5551.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-77 Approved 6/6/74

PROJECT DEMONSTRATION EVALUATION CENTER (CAM)

descriptors

Class Management, Computer Programs, Diagnostic Teaching, Educational Objectives, Elementary Secondary Education, Language Arts, Management By Objectives, Mathematics instruction, Performance Based Education, Sciences, Social Studies, Validated Programs

target audience

Approved by JDRP for all teachers, parents, and students, grades 2,3, and 5-12. It has been used in other settings with grade 4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Management by objectives applied to classroom instruction.

The Evaluation Center has developed and operates a computer-based instructional management system that provides relevant data to teachers and students after each test taken on course objectives. The Evaluation Center, which produces the tests to each teacher's specifications, also processes the results, feeds them to a nearby computer, and returns present and cumulative information about the progress of each student and of the entire class as a group. Also available for inclusion in the printout are data on class performance on each objective and a test form evaluation. The time needed to get this information back to a classroom that has just been CAM tested is generally 24 to 48 hours from the date of testing.

Teachers using the CAM system of monitoring student achievement first commit themselves to basing their instruction on course objectives developed by curriculum groups and teaching teams in the district. They also test the course objectives on a regular basis, every two to three weeks. The objectives are tested by teacher-developed test items, generally five to ten for each objective. Most teachers request tests that are pretest, posttest, and retention test in one.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. Approximately 300 classrooms (1-12) are using the system in subject areas including math, science, social studies, English, and reading. The Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

evidence of effectiveness

Sample evaluation results, using sequential Test of Educational Progress, Language Arts, administered in 1974: grade 10, experimental mean of 52.90, control mean 46.66; grade 11, 58.83, control 46.44; grade 12, 60.93, control 53.75 (all significant at alpha $\leq .01$). Attitudes of both teachers and students toward CAM-style instruction were significantly positive after use of program.

implementation requirements

A part-time project coordinator and a part-time clerical person are needed to manage the project. It is best to begin the project on a limited scale, in one or two curriculum areas, at one educational level. The project can later be expanded to include any curricula at any level. If possible, the coordinator and staff should visit the Hopkins camp site, or the adopting site should be visited by Hopkins' staff. If visitation is impossible, training and help can be given by telephone and mail. The adopting school district must have access to a computer with medium-speed card-reading and line-printer capabilities.

financial requirements

Estimated installation costs: $2,000-$10,000, depending on available data-processing facilities. Estimated ongoing costs: $5 per pupil per year.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome. Training may be conducted out of state. Project staff can attend out-of-state conferences (costs to be negotiated).

contact Donald B. Sension, Director, or Susan Guenther, Coordinator; CAM Evaluation Center; Hopkins Public Schools; 1001 State Highway 7; Hopkins, MN 55343. (612) 933-9230.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-14 Approved: 5/6/75

Compiled Summer 1979

PROJECT

FAST: Functional Analysis Systems Training

descriptors

Class Organization, Classroom Observation Techniques, Delivery Systems, Diagnostic Teaching, Handicapped Children, Inservice Teacher Education, Learning Disabilities, Mainstreaming, Parent Participation, Special Education, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades K-6, with emphasis on prescriptive programming for students with learning problems in regular classrooms.

description

A developmental diagnostic/prescriptive teaching system for mainstreaming handicapped students.

Project FAST is a comprehensive delivery system that uses the combined energies of teachers, parents, consultants, and school administration to target in on the child's developmental and learning processes. Teacher development, support personnel, parent involvement, classroom organization, utilization of learning materials, and sequencing of instructional modules all converge on the same objective: to accommodate most pupils as they progress toward optimal functioning in the regular classroom in an ongoing diagnostic, prescriptive, and evaluative process.

Teachers are trained in nine teaching tools: classroom organization, behavior management, classroom observation, deciphering developmental levels, prescribing educational programs, task analysis, support assistance, sharing educational strategies, and teamwork with parents.

Project FAST provides an efficient delivery of support services to the mainstream teacher to assist teachers in diagnosing problems and implementing educational prescriptions to meet the needs of students.

Parents are involved in the implementation of educational prescriptions and in making games and materials for the classroom teacher.

evidence of effectiveness

In 1973-74, 145 FAST students with learning problems and handicaps (grades 1-6) were scored in reading and math on the Metropolitan Achievement Test. In both areas, the achievement levels of those students who had received a high level of implementation of project ideas and methods were significantly higher than those of students who had not (significant at .01 level). In 1976, evaluation was repeated with the same design but a different population and the same results were obtained.

implementation requirements

The program can be adopted by an entire school district or by one school. Teachers' participation should be on a volunteer basis. A prospective adopter district or school must identify and clarify its own goals, needs, and objectives. Implementation procedures are geared to districts or schools whose administrators adopt a developmental philosophy. The administration of a prospective adopter district or school must be ready to demonstrate support by active participation. A facilitator is needed to train existing school personnel, specialists from school district or Intermediate Service District, community resource consultants, and parents.

financial requirements

Cost of release time, travel, and per diem for workshop participants. Diagnostic Prescriptive Teaching System kit (650 5 x 8 cards): $65. The project is designed for any normal classroom facility. Rooms should be large enough to set up five to seven learning centers. A wide variety of commercially available materials already found in most schools is used.

services available

No special network funding supports this project's dissemination efforts.

Descriptive materials available free (limited number). Visitors welcome by appointment (one group per week). Color film (16 mm) of project available for $20 rental fee. Staff available for awareness and depth presentations (costs to be shared). Call office for location of other demonstration sites. A three-day training at adopter site may be negotiated. Trainees should include teachers, specialists, and an administrator.

contact

Sonja K. Tweedie, Project Coordinator, or Herbert H. Escott, Project Director; Essexville-Hampton Public Schools; 303 Pine St.; Essexville, MI 48732. (517) 893-4533.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-4 Approved: 1/15/75

Compiled Summer 1979

PROJECT LEM: Learning Experience Module (Educational Management Design)

descriptors Basic Skills, Cross Age Teaching, Diagnostic Teaching, Elementary Education, Humanistic Education, Open Education, Team Teaching, Validated Programs

target audience Approved by JDRP for students in grades 2-5. It has been used in grades 6-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A team-teaching approach with a coordinated-scheduling and student-grouping procedure.*

Project LEM is an educational plan for open-space schools. It was originally designed to organize facilities, staff, and students into a coordinated plan that would develop positive community-school interaction, increase parent involvement, improve staff skills in instructional techniques, and raise students' reading and mathematical achievement scores.

The LEM design removed classroom walls to create large open spaces that provided for a variety of instructional modes. Each Learning Experience Module spans two grade levels. Team teaching and differentiated staffing allow teachers to specialize in subject-matter areas, as well as to prepare and/or teach lessons in other areas. Cross-age teaching is organized around skill topics. Students rotate from group to group. Flexible scheduling allows teachers to work closely with small groups of students on a variety of topics and also to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art, music, and physical education. Teacher-student ratio is one teacher per 25 students, and one aide per LEM unit. A diversified instructional program is used, comprised of individualized approaches that vary according to the learning objectives and instructional methods selected by teacher or students. A diagnostic teaching methodology is used.

evidence of effectiveness Student achievement objectives were reached and surpassed. The mean percentile ranking of children functioning below the 40th percentile increased by at least 50% during the school year (California Achievement Test for Math and Reading), while those functioning at or above the 40th percentile maintained or improved their ranking.

implementation requirements Administrator of adopter school district is required to supply a written commitment to provide time for a team of teachers to participate in a three- to five-day training workshop. The workshop may be conducted either at the LEM site during Hackensack Public Schools' summer vacation or recess days, or at the adopter site. Evaluation of project outcomes must be completed by the adopting site with assistance from the LEM staff.

financial requirements Adopting districts provide transportation, housing, and salaries for their personnel (if appropriate), and LEM training team.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training may be conducted at project site or adopter site. Project staff are available to attend out-of-state conferences (expenses must be paid).

contact Eleanor Russo, Director of Instructional Programs; Hackensack Public Schools; 355 State St.; Hackensack, NJ 07601. (201) 342-4939.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 40 Approved: 4/9/73

1-0

Compiled Summer 1979

PROJECT U-SAIL: Utah System Approach to Individualized Learning

descriptors

Diagnostic Teaching, Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, Mathematics Instruction, Reading Instruction, Staff Improvement, Teaching Methods, Validated Programs

target audience

Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-6. It has been used in other settings with grades K and 7-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An effective, economical, and exportable system for individualization and improvement of instruction.

When the U-SAIL System is installed, both achievement and attitude gains can be made in regular classrooms by regular classroom teachers. Originally developed through the efforts of an educational consortium of seven Utah districts, the system is applicable at each level of educational management. It includes two components: a planning model for decision making, and a procedural model defining steps to follow to ensure successful program installation.

The most appropriate task is prescribed for each learner, given the resources available. Prescription is based on the unique intellectual, social, environmental, and physical needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or record keeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach, and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized, with emphasis on better ways to teach basic skills.

Implementation is possible in a variety of settings with local educator implementers. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement. The program builds skill in program planning, organization, classroom management, precision teaching, and student responsibility.

Support materials are available in mathematics and reading.

evidence of effectiveness

Testing with the SRA Achievement Test in October 1971 and 1973 for the first setting and in October 1972 and 1974 for the second setting indicate that U-SAIL students gained 3.5 grade equivalents in reading over the two-year period as compared with 2.6 grade equivalents for controls (difference in mean gain significant beyond the .01 level). In mathematics the same pilot group showed a significance in mean gain difference beyond the .01 level.

implementation requirements

Program may be implemented in a single primary, intermediate, or middle school unit, or in total school or district configurations. Three to five days are required for staff training, with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second and third year involvement provide stabilized change in practice and allow for integration of additional content areas into the system. No special facilities are required. Adopter costs include stipends paid teachers for involvement and costs of materials.

financial requirements

Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary, and are negotiable. Teachers of teachers are trained and follow-up assistance is given. Development of local leadership is emphasized.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as its own). Training is also conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 76-95   Approved: 10/6/76

SECTION 8

PRESERVICE/INSERVICE TRAINING

ACTIVE: All Children Totally InVolved Exercising - New Jersey 10-5
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL) - Arizona 7-4
Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps - California 8-3
A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project - Florida 5-18
A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

ECOS TRAINING INSTITUTE (ETI) - New York 8-4
A program offering workshops designed to assist diverse local school districts with infusing environmental or career education components into their curriculum.

ELEMENTARY METRIC PROJECT - North Dakota 8-5
An inservice training program for those teaching the metric system in grades 1-12, plus a curriculum design to introduce metrics in grades 1-6.

project ERIN: Early Recognition Intervention Network - Massachusetts 10-10
Coordinated training programs and service delivery systems aimed at harnessing the learning environment/materials/adult intervention to teach young children with special needs.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) - Utah 8-6
An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

FOCUS DISSEMINATION PROJECT - Minnesota 2-9
A successful secondary program for training teachers to deal with disaffected youth.

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI) - Washington 3-8
A training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool through third-grade children.

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP) - Illinois 8-7
A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

LEARNCYCLE: Responsive Teaching - New Jersey 8-8
An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high risk" students.

the NEW JERSEY WRITING PROJECT - New Jersey 9-50
A teacher-training program that improves student writing.

NORTHWEST SPECIAL EDUCATION (NWSE) - North Dakota 10-15
A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN - Iowa 8-9
A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT - Arizona 4-16
A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project - Florida 12-11
A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

POSITIVE ATTITUDE TOWARD LEARNING (PATL) - Illinois 8-10
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES - Pennsylvania 8-11
A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.

project SHARE: Sharing High Yield Accountability with Resource Educators - Minnesota.................... 10-24
An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

SIGMA: System for Individually Guiding Mastery Attainment - California.................................... 8-12
A program guiding preservice teachers in their mastery of specified sets of teaching skills sequenced to form a developmental pattern.

VRP: Reading Power in the Content Area [formerly Vocational Reading Power (VRP)] - Minnesota............ 9-80
A staff-development project designed to help content area teachers minimize the gap between student reading abilities and reading requirements of printed instructional material.

PROJECT CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps

descriptors

Bilingual Education, Cultural Awareness, Curriculum Guide, Disadvantaged Youth, Economically Disadvantaged, English (Second Language), Instructional Materials, Migrant Education, Program Evaluation, Spanish Speaking, Teacher Aides, Teacher Education, Tutorial Programs, Validated Programs

target audience

Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

description

A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967 when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance-ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967, Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

evidence of effectiveness

It has been demonstrated that Mini-Corps teacher assistant programs result in direct instructional family and support services for active migrant children, effective recruitment of college students from poverty backgrounds into teacher-training programs, and high incidence of placement in teaching jobs for Mini-Corps graduates (73%, versus 51% for graduates of California university teacher-training programs).

implementation requirements

Adoption of Mini-Corps concept requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program; and one or more local school districts willing to supervise Mini-Corps teacher assistants for tutorial and small-group activities with migrant or other bilingual children. Consortium must organize a program of technical assistance and preservice under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

financial requirements

Program could be supported through Migrant Education, other Title I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program, approximately 60% less.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional home-state demonstration sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at selected adopter sites (costs to be negotiated).

contact Herbert C. White, Project Director, or Joseph P. Rice, Planning and Evaluation Services; California Mini-Corps; 2100 21st St.; Sacramento, CA 95818. (916) 739-1504.

Developmental Funding: USOE Title I (Migrant) USOE JDRP No. 78-196 Approved: 11/17/78

PROJECT ECOS TRAINING INSTITUTE (ETI)

descriptors

Career Education, Community Resources, Curriculum Development, Elementary Secondary Education, Environmental Education, Institutes (Training Programs), School Community Programs, Student Participation, Validated Programs

target audience

Approved by JDRP for teams of K-12 teachers and administrators and community representatives invited by the team.

description

A program offering workshops designed to assist diverse local school districts with infusing environmental or career education components into their curriculum.

The ECOS Training Institute offers a three-day workshop in a process of curriculum design. Participating teams should have three to eight members, with more than one person from a school building; a maximum of 35 participants can be accommodated. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g., environmental education, career education).

The process has three interrelated elements: curriculum infusion, stewardship, and community/school interaction.

Curriculum infusion is the basis of the program. Through a step-by-step procedure, teachers examine the basic content of their courses and incorporate environmental (or other priority) concepts, knowledge, skills, attitudes, and activities into appropriate segments of their courses. If needed, they can create a new course.

Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. These and additional activities will be built into the new, infused curriculum.

Community/school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Teachers are encouraged to call upon a wide range of resources when implementing their curricula, and community interaction provides a ready source of people and materials.

evidence of effectiveness

Six aspects of the program were evaluated between 1971-74: materials, student achievement, student attitude, student behavior, teacher behavior, and administrative behavior. Evaluation data submitted to JDRP in May, 1974 show that participation in ETI produced a significant increase in ecological awareness at the .001 level and an improvement in SRA subtest performance.

implementation requirements

Attendance at a three-day workshop is essential to understanding the ECOS process, developing a curriculum, and implementing the program. Before training, the superintendent must complete a district profile and sign a letter of agreement stating that workshop participants will have planning time to meet as a group, if they wish, for a period of nine months after the workshop and that workshop participants will present an awareness program to colleagues, board of education, and community members. Space found in and around most schools is satisfactory. No equipment need be purchased unless a school elects to become involved with environmental monitoring.

financial requirements

No charge for training or materials. Cost to district depends on whether it elects to implement environmental monitoring programs.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training can be conducted at the adopter site, demonstrator site, or a mutually convenient site. Technical assistance through the implementation stage is available via telephone, mail, and, in some cases, on-site visits.

contact Frank Thompson, Director; ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-4009.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-59 Approved 5/14-15/74

PROJECT ELEMENTARY METRIC PROJECT

descriptors

Curriculum, Elementary Secondary Education, Inservice Teacher Education, Interdisciplinary Approach, Metric System, Validated Programs

target audience

Approved by JDRP as inservice for teachers, grades 1-12, and as curriculum for students, grades 1-6.

description

An inservice training program for those teaching the metric system in grades 1-12, plus a curriculum design to introduce metrics in grades 1-6.

The project has a two-fold purpose: teacher inservice metric instruction and student curriculum implementation for the elementary grades.

The Elementary Metric Project is a four-year federally funded ESEA Title IV-C project. It serves elementary pupils in public and nonpublic schools. The metric trainer inservice includes 12 hours of intensive metric training and project implementation. Trainees return to their local district to inservice LEA classroom teachers. A complete inservice packet has been developed to train teachers in metric instruction. The units include: Introduction to the Metric System, Linear Measurement, Mass (Weight), Capacity (Volume), and Temperature.

The project's student curriculum includes coordinated-sequential objectives and curriculum, pre/posttests and answer keys, and a manual containing suggested metric activities for each grade level (1-6). The curriculum consists of approximately 50 activity lessons for each grade level; these can be reproduced for classroom use.

evidence of effectiveness

Project teachers as well as students in grades 4-6 made statistically significant gains as measured by pre/posttesting with a locally constructed metric test.

implementation requirements

Project staff train adopters to inservice district teachers and to demonstrate implementation of the Elementary Metric curriculum. Potential adopters must participate in a two-day training session. Experience has shown that a strong program results when administration and teachers work as a team.

financial requirements

Set including one student curriculum, student pre/posttest, five teacher inservice units, and teacher pre/posttests, $100. Travel and per diem expenses for the two-day workshop must be paid by the adopter. Cost of school implementation varies with the number of students involved and present available metric hands-on equipment.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff can attend out-of-state awareness conferences (costs to be negotiated). Training and implementation services are provided at project or adopter site (costs to be negotiated).

contact

Roland B. Huber, Project Director; Elementary Metric Project; 400 Avenue E East; Bismarck, ND 58501. (701) 255-1987, ext. 54.

Developmental Funding: USOE ESEA Title III • USOE JDRP No. 78-162 Approved: 3/16/78

PROJECT EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

descriptors Classroom Techniques, Diagnostic Teaching, Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, Language Arts, Parent Participation, Performance Based Education, Reading Instruction, Self Concept, Teaching Methods, Validated Programs

target audience Approved by JDRP for teachers who teach students of all abilities, grades K-12, and adults, mono- or multilingual, during reading and language arts instruction (including content reading), in suburban, urban, and rural areas, and at all socioeconomic levels. Also for paraprofessionals, parents, and peers who tutor students at school or at home under supervision of teachers.

description *An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.*

ECRI's original purposes in 1966 still exist: to identify critical teacher behavior essential to preventing reading failure, to provide inservice education for teachers geared to the research findings, and to disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from nonresponding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery. A student progresses in practicing new skills and in working with materials independently of other students. No student waits for another. In small groups based upon instructional reading levels, students are instructed in those language skills that they will need in future work. Individual conferences are held daily. Students are reminded of the skills they have been taught, the skills they have mastered, and the skills they will be expected to master through the Review (part of every skills instruction period). The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews instruction for students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedural changes need occur for a teacher to provide for the returning student. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, recordkeeping, and multisensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those behavior management techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

evidence of effectiveness Project was validated over three years (1971-74) with more than 700 pupils in four Utah districts. First-graders are reading at 3.8; second graders average 95th to 99th percentile; clinic pupils average four months' gain per month; Title I pupils average 1.4 to 3.2 years' gains per year; secondary students average 2.5 years' gains per year. Data available upon request. Some tests used: SAT, Metropolitan, California Achievement, Gates-MacGinitie.

implementation requirements A five- to ten-day preparatory inservice education program with one ECRI staff person for 20-25 trainees is desirable. Program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are desirable. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 16 self-instructional teacher-training workbooks and kits if inservice education is not desired.

financial requirements At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95 and $9.95, from ECRI. Mastery tests: 20¢ each; can be reproduced. ECRI staff time: $185 a day plus expenses.

services available An NDN-funded Developer/Demonstrator project.

Catalog of available materials and awareness materials available upon request. Visitors welcome during school year at sites throughout U.S. Week-long training seminars for teachers, supervisors, and administrators conducted quarterly in Salt Lake City and adopter districts. ECRI inservice also includes university classes (teachers pay tuition). Seminars for teachers of teachers conducted biannually. Three-week inservice program held each summer in Salt Lake City. A teacher-training internship program and a teacher-training exchange program with ECRI assist local districts and service centers to develop demonstration teachers.

contact Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 2888 Highland Dr.; Salt Lake City, UT 84106. (801) 486-5083 or 278-2334.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-48 Approved: 5/23/74

Compiled Summer 1979

PROJECT INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

descriptors

Elementary Education, Inservice Teacher Education, Language Arts, Reading Instruction, Staff Improvement, Teaching Methods, Validated Programs

target audience

Approved by JDRP for elementary school teachers serving children in grades K-8.

description

A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing includes a citywide coordinator, a district coordinator, school reading resource teachers, and classroom teachers.

Currently, 21 teacher-training units written especially for IRIP are used in the 60-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Test Data Interpretation, Continuous Progress-Mastery Learning Program, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness

An Inventory of Teacher Knowledge of Reading was administered to participating teachers. Pre- and posttesting with a norm-referenced test was used to measure student performance. The project was validated over a four-year period in 207 sites. Approximately 7,000 teachers and 250,000 learners were involved.

implementation requirements

IRIP can be implemented in schools of any size having any organization pattern (K-8, K-3, K-4, 6-8, 7-8) or any instructional philosophy (graded/nongraded/individually guided). Involvement of total staff (administrative, teaching, paraprofessional) is recommended; however, IRIP can be implemented in phases (primary/intermediate/upper teachers).

financial requirements

Cost depends on the number of reading resource teachers freed from classroom responsibilities to conduct inservice training and on the type of reproduction used for teacher-training units.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sited (costs to be negotiated).

contact Carita A. Chapman, Director; Bureau of Reading Improvement; Chicago Board of Education; Room 849;
228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4059.

Developmental Funding: Chicago Board of Education | USOE JDRP No. 74-27 | Approved: 4/29/74

PROJECT LEARNCYCLE: Responsive Teaching

descriptors

Contingency Management, Elementary Secondary Education, Inservice Teacher Education, Mainstreaming, Motivation, Precision Teaching, Problem Solving, Special Education, Teacher Educator Education, Teaching Methods, Validated Programs

target audience

Approved by JDRP for teachers of K-9 special education or mainstreamed students, teacher trainers, and consultants.

description

An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high risk" students.

The program includes two levels of training.

Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role-playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two "high risk" students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that would like an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A "Behavior Analysis Mainstreaming Model" allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

evidence of effectiveness

Student "on task" behavior increased by class from 50-80% as measured in twice-weekly in-class observations using the sequential Becker system; disruptive and "off task" behavior decreased correspondingly. Teachers' ability to teach "high risk" or mainstreamed youngsters successfully doubled, as seen by a 50% decrease in teacher referrals. Population: varied, from middle-income suburban to low-income urban. Evaluation dates: 1970-72.

implementation requirements

For classroom implementation, an adoption unit is an individual teacher. Training time is three days. One to two months after training, teachers should submit brief data on adoptions, and at six-month intervals thereafter. No special staffing or facilities are needed. The program involves only a change in teacher, trainer, or consultant. A one- or two-day training for trainer or consultant, in addition to a four-day teacher training, is recommended. This individual must be in a position to offer "back home" training to colleagues.

financial requirements

Learncycle Teachers Manual provided at no cost. Program implementation involves a cost per child of $0-$5/year, depending on population and individual. Implementation of training by adopter staff commensurate with typical inservice costs.

services available

An NDN-funded Developer/Demonstrator project.

Training is available for a limited number of sites. For teachers: one three-day sequence. Basic text (Learncycle Teachers Manual) is supplied. For turnkey trainers: one one- or two-day sequence for graduates of the preceding course who are in a position to train others.

contact

Hilde Weisert, Project Director; Learncycle; Box 274; Teaneck, NJ 07666. (201) 692-0278.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-53 Approved: 5/24/74

PROJECT PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

descriptors

Articulation (Speech), Communication Skills, Inservice Education, Operant Conditioning, Paraprofessional Personnel, Special Education, Speech Handicapped, Speech Therapy, Validated Programs

target audience

Approved by JDRP for speech clinicians and administrators.

description

A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech problems. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days, followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85% of their time in group speech sessions and only 15% in individual therapy sessions. Two years after the project started, these figures were almost reversed, with 83% of the treatment in individual therapy and 17% in group.

evidence of effectiveness

Data show that children with minor problems can correct a sound in eight weeks at a 96%-correct criterion (McDonald Screening DEEP Test of Articulation, 1971-72). After one year of operation, 46% of the moderately disordered children in the project were dismissed from therapy. In the previous year, only 23% had been considered eligible for release from the program.

implementation requirements

Hiring, training, inservice, and scheduling of communication aides require approximately one month for speech clinicians. No special facilities are required.

financial requirements

Approximately $4,500 per communication aide. This figure includes training, salary, and materials for 70 children. Commercial as well as locally prepared materials and recordkeeping forms may be used.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome anytime. Training is conducted at the project site (costs to be arranged). Training is conducted out of state (costs to be arranged). Project staff can attend out-of-state conferences.

contact Kenneth D. Barker, Supervisor; Clinical Speech Services; Area Education Agency #16; 1340 Mt. Pleasant St.; Burlington, IA 52601. (319) 754-5771.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-117 Approved: 12/6/74

Compiled Summer 1979

PROJECT POSITIVE ATTITUDE TOWARD LEARNING (PATL)

descriptors Attitudes, Elementary Secondary Education, Individualized Instruction, Inservice Education, Learning Modules, Performance Based Teacher Education, Problem Children, Self Concept, Teacher Behavior, Teaching Methods, Validated Programs

target audience Approved by JDRP for K-12 students with a less-than-positive view of self and/or learning.

description *A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.*

Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

The teacher training kits teach specific skills in four complementary areas: active involvement, learning processes, individualized instruction, and improved communication and management.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities designed to assist them in reaching those objectives, and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small-group or individual sessions, and tapes or live observation. Feedback to the teacher is an essential component of the program.

Kit Advisors, a minimum of two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three- or four-month period. Completion of all four kits requires one and one-half to two years.

evidence of effectiveness Pre/post Coopersmith Self-Concept Inventory: target students improved from the 15th to the 40th percentile. Pre/post Gates-MacGinitie Reading Comprehension Tests: target students improved from .71 year of growth per year to 1.4 years per year.

implementation requirements Four days of training for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties.

financial requirements Start-up cost is $500, plus $10 for each teacher to be trained. Operational costs consist of stipends for inservice specialists.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment every second week of the month. Training is conducted at the project site (adopting site pays only its own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Charles Pelan, Director, or John Zirges, Inservice Specialist/Evaluator; Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-5211.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-26 Approved: 5/16/75

PROJECT PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES

descriptors

Administrator Education, Budgeting, Educational Planning, Educational Programs, Management Development, Teacher Education, Validated Programs

target audience

Approved by JDRP for school personnel with present or expected responsibility for planning and managing projects. It has proved useful to state department of education staff, Intermediate Service Agency staff, and all levels of school district personnel, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.

Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work-flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project start-up, developing a project information system and a procedures handbook, monitoring project operations, project problem-solving through management action, implementing changes in project operations, and developing a project termination plan.

For each lesson, the trainee may view filmstrips, read, listen to tape, or perform a combination of these activities. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no special training for its use, although a structured training session with a knowledgeable leader is recommended. Lessons are grouped into four phases according to the lifespan of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

evidence of effectiveness

Work sample data (proposal/plans) from one large urban school district and five "single state" school districts were evaluated by three experts using a Work Sample Criteria instrument (developed by Research for Better Schools) before and after exposure to Project Management Basic Principles. There was an increase of 68% in the group mean scores from the large urban district and an increase of 110% in the group mean scores from the five "single state" districts.

implementation requirements

A training workshop is recommended.

financial requirements

Notebooks (one set per user), $27.50; filmstrips and cassette tapes (one set per group of 20 -- recommended), $150.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training is conducted at the project site. Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences.

contact James Phillips, or James I. Mason; Research for Better Schools; Suite 1700; 1700 Market St.; Philadelphia, PA 19103. (215) 561-4100, ext. 237.

Developmental Funding: National Institute of Education USOE JDRP No. 75-44 Approved: 5/14/75

PROJECT SIGMA: System for Individually Guiding Mastery Attainment

descriptors Affective Objectives, Bilingual Education, Communication Skills, Educational Evaluation, Ethnic Studies, Interpersonal Competence, Learning Modules, Learning Processes, Performance Based Teacher Education, Teaching Skills, Validated Programs

target audience Approved by JDRP as a preservice elementary program. It has been used in other settings as inservice for elementary teachers and as preservice and inservice for secondary teachers, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program guiding preservice teachers in their mastery of specified sets of teaching skills sequenced to form a developmental pattern.

The SIGMA program develops skills in seven broad-based strands: learning management (behavioral objectives, diagnosis, transfer, reinforcement, motivation, retention); implementation of instruction (long-range planning, program development, accountability); communication skills (language acquisition, reading diagnosis); interaction skills (self-concept, group dynamics, community study skills); development of affect (creativity, role playing, valuing); multicultural and bilingual education; and evaluation in education.

The program is centered on flow-chart competencies rather than courses and organized as a system of competency-based instructional modules (learning packages). The modular system is self-paced and individualized, requiring knowledge to be acquired, skill to be demonstrated, and consequences or changes in pupil behavior to be evaluated, and it allows considerable flexibility in the way in which students are programmed.

Support media and materials for the modules are made available in an Individualized Study Center where instructors assist students to complete module requirements successfully. Performance is evaluated in regular school classrooms.

A SIGMA faculty team works with a group of as many as 35 students. It is responsible for seeing that all course requirements are met and for on-site supervision. Supervision includes establishing lines of communication with cooperating school personnel as well as assisting and evaluating students in their field experiences.

evidence of effectiveness Compared with a control group of elementary student teachers in a 1976 evaluation, recipients of SIGMA training showed large gains in knowledge of teaching skills, verbal interaction with children, and amount of individualized instruction provided. Elementary school children rated the performance of SIGMA student teachers much higher.

implementation requirements The SIGMA method may be adopted by a single instructor or by a team of instructors. Materials for student use must be duplicated, and all instructional support materials must be housed in a resource center. Training may be required in writing instructional objectives; writing or revising competency-based curricula and materials; evaluating students on knowledge, performance, or consequence objectives; managing competency-based programs; in the role of the instructor, and/or in program evaluation and regeneration.

financial requirements A wide variety of commercially available materials related to teacher training is used. These materials constitute the majority of the learning alternatives referenced in instructional modules. A complete set of 31 modules is sold at the cost of duplication, $16.30. The commercial materials cost $3,062 (1976 prices). A-V equipment required is that generally found in most classrooms.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Thomas Nagel, Professor of Education; College of Education; San Diego State University; San Diego, CA 92182. (714) 265-6747.

Developmental Funding: USOE Teacher Corps USOE JDRP No. 79-17 Approved: 5/8/79

Compiled Summer 1979

SECTION 9

READING/LANGUAGE ARTS/MATHEMATICS

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE - Wisconsin... 9-7
An individualized program to improve communication skills utilizing the language experience approach.

ACE: Administrative Cooperative in Education - Nebraska... 7-3
A multidistrict cooperative program providing services to Title I teachers, students, and parents.

AIRS: Andover's Individualized Reading System - Massachusetts... 9-8
A diagnostic/prescriptive reading program designed to teach basic skills and foster independent enjoyment of literature.

AKRON FOLLOW THROUGH: SELECTED EDUCATIONAL LEARNING FUNDAMENTALS (SELF) - Ohio........................... 5-6
An individualized structural, sequential instruction program in mathematics that leads to proficiency in the basic skills.

ALPHAPHONICS: Reading Readiness Training Program - California... 9-9
A 26-week success-oriented reading readiness program employing an organized phonics system to be used as a foundation for any reading system or program.

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL) - Arizona... 7-4
Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

BASIC: Basic Adaptable Skills for the Individual Child [formerly The Montevideo Follow Through Resource Center's Individualized Early Learning Program] - Minnesota... 9-10
Four separate but interrelated programs consisting of highly structured, sequential, individualized curricula in readiness, mathematics, and reading.

BASIC SKILLS IN READING (BASK) - New Hampshire... 9-11
An exemplary project providing special instruction in the basic skills necessary for reading success.

project CATCH-UP - California... 9-12
A diagnostic/prescriptive laboratory program in reading and/or math.

CATCH UP - KEEP UP - Arizona... 9-13
A remedial reading program and inservice teacher training.

a CHANCE FOR EVERY CHILD - Michigan... 9-14
A diagnostic/prescriptive program for low-achievers carried out within the regular classroom, monitored by consultants.

CHILD-PARENT CENTERS ACTIVITY (CPC) - Illinois... 5-10
An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program - Washington........................... 9-15
An individualized reading program increasing the basic skill reading-achievement levels of inner-city students.

the COMMUNICATIONS WORKSHOP (CWS) - New Jersey... 10-6
Designed to improve the quality of basic skills instruction afforded learning-disabled students, CWS provides a balanced curriculum that is both structured and student-centered, and provides for student-teacher accountability.

COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH PROGRAM - New York............................ 5-14
A public school K-3 program for income-eligible children.

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP) - Missouri... 9-16
An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS (CADPP) - Virginia.......... 9-17
A computer-assisted management system providing diagnosis of basic needs in reading and mathematics and prescriptions to assist in teaching to those needs.

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP) - Missouri... 9-18
A sequential small-group mathematics program designed to meet the needs of all children.

CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW - Texas... 3-4
A project designed to attack the problem of deficiencies in English performance for the Spanish-speaking child.

project CONQUEST - Illinois... 9-19
A highly individualized diagnostic and prescriptive reading program.

CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT - Texas.......... 3-5
An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development.

CRAM: Compensatory Reading and Mathematics Program - Virginia.......... 9-20
A locally developed, individualized compensatory reading and mathematics program for underachieving students in grades 1-4 who are one year below grade level.

CRITERION READING INSTRUCTION PROJECT (CRIP) - New Jersey.......... 9-21
An individualized language arts readiness program.

DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT - New Jersey.......... 5-17
A performance-objective, individualized curriculum based on developmental norms, providing a management system for individualization and leading to proficiency in the basic skills.

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER - Ohio.......... 9-22
A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language.

DEMONSTRATION EVALUATION CENTER (CAM) - Minnesota.......... 7-6
Management by objectives applied to classroom instruction.

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA) - New York.......... 9-23
A basic arithmetic program with emphasis on developing, modeling, and mastering the basic concepts.

DISCOVERY THROUGH READING - Michigan.......... 9-24
A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC) - Florida.......... 9-25
A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH - Illinois.......... 5-21
A comprehensive early childhood program for students, grades K-3.

the ELECTRIC COMPANY - New York.......... 9-26
The use of television in teaching reading skills to young children.

ELEMENTARY METRIC PROJECT - North Dakota.......... 8-5
An inservice training program for those teaching the metric system in grades 1-12, plus a curriculum design to introduce metrics in grades 1-6.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) - Utah.......... 8-6
An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

EXPANDED SERVICES IN EARLY LEARNING, READING, AND MATHEMATICS - Louisiana.......... 9-27
A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center [formerly Flint Direct Instruction Follow Through Project] - Michigan.......... 9-28
A parent-implemented program using the Direct Instruction Method of Teaching, Reading, Language, and Arithmetic to potentially low-achieving children.

FLIT: Functional Literacy - California.......... 1-4
A functional reading literacy education program.

FOLLOW THROUGH -- PORTAGEVILLE UNIT - Missouri.......... 5-23
A highly structured behavior modification approach to primary education.

"GAMES CHILDREN PLAY" -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL [formerly Atlanta Follow Through Project -- Interdependent Learning Model (ILM)] - Georgia.......... 9-29
A comprehensive program emphasizing affective and cognitive development that uses games and game-like activities in its instructional component to teach problem-solving skills.

GEMS: Goal-based Educational Management System - Utah.......... 9-30
A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

the GLASSBORO RIGHT-TO-READ PROJECT - New Jersey.......... 9-31
An individualized, diagnostic/prescriptive, complete reading program based on a district assessment of staff and community needs.

"GO METRIC": A Supplemental Low-Cost Metric Curriculum - Oklahoma.......... 9-32
A low-cost metric curriculum which supplements existing programs.

HAWAII BASIC SKILLS REMEDIATION PROJECT [formerly Hawaii Reading Project] - Hawaii.......... 9-33
A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.

HIGHER HORIZONS 100 - Connecticut 9-34
A program for students with reading retardation problems, with a coordinated effort in language arts development in all content areas.

HIT: High Intensity Tutoring - Michigan 9-35
An individualized instruction program for sixth-, seventh-, and eighth-grade students identified as deficient in basic grade-level reading and/or mathematics skills.

HOSTS: Help One Student To Succeed - Washington 9-36
A diagnostic/prescriptive/tutorial approach to basic reading skills.

IMPROVEMENT OF BASIC READING SKILLS - Alabama 9-37
Reading centers providing an individualized approach to remedial reading for educationally deprived children.

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES - Utah 9-38
A personalized and concentrated reading improvement program for secondary students.

INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation - New Jersey 9-39
A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology - Nebraska 9-40
A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP) - Illinois 8-7
A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

IRIT: Intensive Reading Instructional Teams - Connecticut 9-41
A laboratory project for third- and fourth-grade students with difficulty in reading.

KANSAS CITY FOLLOW THROUGH PROJECT: RESOURCE CENTER [formerly Kansas City Behavior Analysis (BA) Follow Through Project #1: Resource Center] - Missouri 5-27
An individualized K-3 basic skills program with built-in motivation.

LEARNING TO READ BY READING - California 9-42
A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials, especially useful in alternative schools.

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER - Mississippi 9-43
A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.

LEM: Learning Experience Module (Educational Management Design) - New Jersey 7-8
A team-teaching approach with a coordinated-scheduling and student-grouping procedure.

MARC: Multisensory Approach to Reading and Reading Readiness Curriculum - Florida 9-44
A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.

MATH LABORATORIES FOR DISADVANTAGED STUDENTS - South Carolina 9-45
A laboratory approach to teaching basic mathematical skills to underachievers.

MATTESON FOUR-DIMENSIONAL READING PROGRAM - Illinois 9-46
A multitext, individualized, comprehensive reading skills-developmental reading program for grades 4-8.

METRICS MADE EASY - California 9-47
A systematic hands-on approach to metrication that includes field-tested techniques, activities, an assessment system, and staff development materials.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) - Arkansas 3-9
An educational and health system for migrant children, preschool-12.

MODEL CLASSROOMS: Classroom Management - Washington 9-48
A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

NEW ADVENTURE: Success Strategies for Reading and Language - Florida 9-49
Comprehensive early childhood language arts and classroom discipline.

the NEW JERSEY WRITING PROJECT - New Jersey 9-50
A teacher-training program that improves student writing.

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT - Montana 5-30
An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher's aides.

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: LEARNING THROUGH LITERATURE - California........ 5-31
An interdisciplinary approach utilizing a literature-centered curriculum for students in grades K-2.

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS - Oklahoma.......................... 10-16
An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

PEGASUS: Personalized Educational Growth and Achievement with Selective Utilization of Staff - Illinois.. 9-51
A management program in reading personalized to meet students' needs.

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education - Alabama................ 9-52
A locally developed, personalized approach to continuous progress in reading -- a comprehensive development system.

PERSONALIZED INSTRUCTION: A Classroom Team Approach - Colorado.. 9-53
A classroom team approach to improving language arts skills.

PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC) [formerly Behavior Analysis Resource Center (BARC) (Pratt-Arnold School, Philadelphia, PA)] - Pennsylvania............................ 9-54
A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program.

PRE-ALGEBRA DEVELOPMENT CENTERS - Illinois.. 9-55
A basic conceptual/computational skills program in mathematics designed to serve the dual purpose of preparing students for algebra as they develop proficiencies in the basic skills.

PRECISION TEACHING PROJECT: The Sacajawea Plan [formerly Remediation of Learning Deficits Through Precision Teaching: The Sacajawea Plan] - Montana.. 10-20
A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.

PRIOR: PReschool and Improvement Of Reading - Colorado... 9-56
A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school.

PROGRAMMED TUTORIAL READING - Utah and Indiana.. 9-57
An individualized tutoring program on a one-to-one basis for first-grade students having difficulty learning to read.

project R-3: Readiness, Relevancy and Reinforcement - California...................................... 9-58
A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

READING/ENGLISH ROTATION PROJECT - Georgia.. 9-59
A rotating classroom approach to teaching reading skills to students, grades 6-9. Not a "pull-out" model.

project READING IMPROVEMENT - North Carolina... 9-60
A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 2-8.

READING IMPROVEMENT PROGRAM -- SECONDARY SCHOOLS READING LABORATORY - West Virginia...................... 9-61
An individualized reading skills program.

READING -- INDIVIDUALIZED REMEDIAL LABORATORIES/MATH -- INDIVIDUALIZED REMEDIATION - Georgia........... 9-62
A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS) - Rhode Island................................ 9-63
A team-approach program to improve reading achievement and self-concept of reading-disabled students.

project REAL [formerly Project REAL/Lebanon Follow Through Program] - New Hampshire...................... 5-38
A program providing comprehensive services for low-income children and their families.

RIGHT TO READ: Wilson Junior High School - California.. 9-64
An effort to eliminate illiteracy and turn kids on to reading.

SCHOOL VOLUNTEER DEVELOPMENT PROJECT - Florida... 9-65
A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

SEAPORT: Student Education Assuring Positive Organized Reading Techniques - Rhode Island................ 9-66
A program applying school-based and home/school liaison approaches to remedial reading problems.

project SHARE: Sharing High Yield Accountability with Resource Educators - Minnesota..................... 10-24
An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

project SKI*HI - Utah 10-25
A statewide program providing identification and language facilitation for hearing-handicapped children, birth to age 6, through home management.

STAMM: Systematic Teaching And Measuring Mathematics - Colorado 9-67
A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.

project STAY: School To Aid Youth - Oklahoma 5-40
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

STRATEGIES IN EARLY CHILDHOOD EDUCATION - Wisconsin 9-68
A continuous-growth program with sequential program materials which bridges the gap between preschool, kindergarten, and first grade.

STUDENT TEAM LEARNING: Intergroup Relations - Maryland 9-69
A set of instructional techniques placing students in four- or five member multi-ethnic learning teams to master basic skills.

STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD): Language Arts - Maryland 9-70
An instructional technique placing students in four- or five-member heterogeneous learning teams to master basic language skills.

project SUCCESS: Handicapped - Washington 10-27
Low-cost academic and self-management programs for handicapped elementary school students.

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS) - Minnesota 10-28
A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

a SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII) - Oregon 9-71
A systematic instructional program in the basic skill areas of reading and mathematics.

TALK: Teaching Activities for Language Knowledge - Illinois 9-72
A program improving expressive and receptive vocabulary skills and language, grades K-3.

TEAM ORIENTED CORRECTIVE READING (TOCR) [formerly Title One Corrective Reading Program (TOCR)] - Kansas 9-73
A referral corrective reading program for grades 2-6.

TEAMS-GAMES-TOURNAMENT (TGT) - Maryland 9-74
An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS, Division of Curriculum and Instruction, The Board of Education of the City of New York - New York 9-75
An intensive, individualized, remedial reading program presented through the arts.

TITLE I READING, GRADES 2-6 - Iowa 9-76
A diagnostic/prescriptive approach to the teaching of remedial reading through the use of a locally developed management system.

TITLE I REMEDIAL READING PROGRAM - Florida 9-77
An individualized diagnostic/prescriptive remedial reading program.

TRENTON FOLLOW THROUGH: Behavior Analysis Approach - New Jersey 5-42
A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

TULARE FOLLOW THROUGH - California 5-43
An Oral Language Development program promoting the use of standard English in all areas of the curriculum, and a Social Education program emphasizing the positive aspects of children's cultural backgrounds, with parents as contributing partners in their children's education.

project UNDERSTAND: Arlington's Title I Program - Massachusetts 9-78
A program to help strengthen reading, language, and math skills in children, grades K-6, who need a supplementary learning experience.

UPSTAIRS SCHOOL - Oregon 9-79
A program intended to improve the reading ability of educationally disadvantaged students.

U-SAIL: Utah System Approach to Individualized Learning - Utah 7-9
An effective, economical, and exportable system for individualization and improvement of instruction.

VRP: Reading Power in the Content Areas [formerly Vocational Reading Power (VRP)] - Minnesota 9-80
A staff-development project designed to help content area teachers minimize the gap between student reading abilities and reading requirements of printed instructional material.

WATERLOO FOLLOW THROUGH: Individualized Early Learning Program - Iowa 5-44
An individualized sequential program of instruction in readiness skills and reading for students in grades K-3.

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER - Illinois.. 5-45
A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

the WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM [formerly Public School 243/Bank Street College Follow Through Program] - New York.. 5-46
A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

PROJECT ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

descriptors Communication Skills, Educationally Disadvantaged, Elementary Secondary Education, Individualized Instruction, Language Arts, Language Experience Approach, Low Achievers, Parent Participation, Validated Programs

target audience Approved by JDRP for students, grades K-2. It has been used in other settings with grades 3-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An individualized program to improve communication skills utilizing the language experience approach.*

Public and nonpublic school classroom teachers refer low-achieving students to the Title I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students in the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style, and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written. A teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year and 450 in the summer. Intensive inservice and parent participation are essential components of this program.

Target schools are established by ESEA Title I low-income guidelines. Students served are selected from those scoring in the lowest quartile on standardized tests. Kindergarten students are served by referral.

evidence of effectiveness Students evaluated are from low-income urban schools. The JDRP validation is based upon positive results on the Peabody Picture Vocabulary Test and the Peabody Individual Achievement Test. Recent results on the PPVT, PIAT, and Gates-MacGinitie in grades K-10 show an average growth in excess of 1.5 months per month in the program.

implementation requirements The staff must be committed to the language experience approach to instruction. A full-sized classroom, staffed with a resource teacher and two aides, should be provided. Close liaison between the resource room and classroom is required. All teachers should have classroom experience plus additional education in communication skills. Potential adopters are encouraged to send staff members to visit the program.

financial requirements In addition to the staff required for program implementation, approximately $15 per student is required for materials.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact Thomas Zuhlke, Director; Department of Federal Projects; Kenosha Unified School District;
812 50 St.; Kenosha, WI 53140. (414) 656-6378.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 78-184 Approved: 5/23/78

PROJECT AIRS: Andover's Individualized Reading System

descriptors Basic Skills, Behavioral Objectives, Decoding (Reading), Diagnostic Teaching, Elementary Education, Handwriting Skills, Individualized Reading, Instructional Materials, Literature, Reading Instruction, Sequential Reading Programs, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 1-6.

description

A diagnostic/prescriptive reading program designed to teach basic skills and foster independent enjoyment of literature.

AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. All reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to a specific publisher's text to build a strong phonetic base. When the basic decoding skills are firmly established, program comprehension, vocabulary, and handwriting components become more flexible to accommodate varied learning patterns. As students progress beyond beginning reading, more time is spent in individualized reading and literature discussion groups. As comprehension, vocabulary, and structural skills comprise an increasingly greater portion of reading instruction, individualized and free reading play a larger part in the curriculum. Student achievement at every level of instruction is monitored with cumulative criterion-referenced tests in phonics, spelling, and writing.

Prior to instruction in comprehension skills, the student is given a pretest which is analyzed by the teacher. Results are recorded and used as a basis for skills grouping and lesson prescriptions. Individual learning packages contain all elements necessary for the instruction of specific skills -- teacher and student directions, lessons, reinforcement practices, and posttests -- integrated in a comprehensive series of skills books. Most materials are programmed so that students may work independently as they acquire more skills. Reading objectives cover five broad areas: phonetic analysis, word recognition, structured spelling, comprehension, and word meaning. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include an integrated reading, writing, and spelling program for grades 1 and 2, and lessons providing a sequenced progression through grammar, writing mechanics, composition, and dictionary skills for grades 3-6. Students spend 8-10 hours a week on the total language arts program.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness

In each of the two fundamental reading skills, the program produced mean gains of at least one half of a standard deviation over district expectancies as compared to 1970-74 national norms in word study skills, paragraph meaning, and word meaning. In 1977, following JDRP approval, mean scores for grades 1-9, as measured by ETS, were above the 70th percentile, while those for grades 1, 4, 5, and 6 were above the 90th (one to one and one-half years above grade level).

implementation requirements

Four-day inservice workshops at adopter site for teachers and supervisors. Instructional aides, tutors, or paraprofessionals may attend workshops with system's approval. Program is designed to be used by an entire system, but it can be adapted for use within individual schools. Complete set of materials for each component is needed. Implementation can consist in adaption of single components.

financial requirements

Teacher's Manuals (four at lower levels), $4.60-$15. Pupils' Lesson Unit (nonconsumable), $75-$200 for 15. Tests, $4-$60 per set (includes consumable and nonconsumable at all levels). Recordkeeping (consumable), $1 for 35. Individualized Reading, one year, approximately $18.65, plus trade books. Phonics, Individualized Reading, and Comprehension programs use commercially available publications: basal for grade 1, trade books, and supplementary skill practices.

services available

An NDN-funded Developer/Demonstrator project.

Where possible, visitation to the developer site should precede workshops at adoption site. Exemplary project staff will assist in program planning and conduct workshops which include presentations and practice with using the materials, lectures, and demonstrations for each component being implemented. Follow-up consultations by project staff: average of four two-day visits. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Financial arrangements must be made.

contact Esther L. Campbell, Director, or Theresa G. Murphy, Executive Director; Andover Public Schools; Jackson School; Andover, MA 01810. (617) 470-1700, ext. 313.

Developmental Funding: Local and Limited Federal Funding USOE JDRP No. 74-25 Approved: 4/29/74

PROJECT ALPHAPHONICS: Reading Readiness Training Program

descriptors

Beginning Reading, Individualized Instruction, Kindergarten, Motivation Techniques, Phonics, Reading Readiness, Self Concept, Validated Programs

target audience

Approved by JDRP for kindergarten students. It has been used in other settings for students at all ability levels in preschool and primary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A 26-week success-oriented reading readiness program employing an organized phonics system to be used as a foundation for any reading system or program.

Alphaphonics increases reading achievement by promoting the acquisition of basic readiness skills while it helps children develop positive academic self-images. The program utilizes repetition, discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and awards badges to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

An Alphaphonics lesson lasts about 20-30 minutes every day. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require the use of a teacher's aide, although the use of aides allows increased individual attention to each student.

The Alphaphonics manual is used as one of two basic texts for "What Do You Expect?" the ITV Consortium Television training program developed for teachers, parents, and aides by Dr. Lenore Jacobson.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness

The program was measured by annual standardized tests of reading readiness and reading achievement (CTBS). At the end of kindergarten and grades 1, 2, and 3, the Alphaphonics group scored significantly higher than control groups (of the order of one standard deviation). Details of study available from project.

implementation requirements

The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual, Astro's Bag, and Astro Doll. Optional materials are useful and recommended.

financial requirements

Alphaphonics manual including Astro's Bag (one per classroom), $34.94; Astro Doll, $34.94; one to one, $2.14; complete set of materials, $80 per classroom; one-day training, costs of trainers' transportation and per diem (honorarium $100 per day during weekends and summer only); training cost through videotaped series varies; filmstrip and cassette overview, $10.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be negotiated). Training and implementation services are provided at project site or adopter site (cost to be negotiated). Training available as inservice workshops or certified college course for one or two days; additional training through videotaped instructional series, "What Do You Expect?" is available.

contact Jeanne Stout, Project Director, or Judith Brown, Associate Director, or Gretchen Ross, Assistant Demonstration Teacher; Alphaphonics; Ponderosa School; 295 Ponderosa Rd.; South San Francisco, CA 94080. (415) 588-8082.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-15 Approved: 2/26/74

Compiled Summer 1979

PROJECT BASIC: Basic Adaptable Skills for the Individual Child [formerly The Montevideo Follow Through Resource Center's Individualized Early Learning Program]

descriptors Behavioral Objectives, Criterion Referenced Tests, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Instruction, Mathematics Instruction, Metric System, Reading Instruction, Validated Programs

target audience Approved by JDRP for grades K-4. The BASIC programs have been used in other settings with grades 5 and 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *Four separate but interrelated programs consisting of highly structured, sequential, individualized curricula in readiness, mathematics, and reading.*

Individually Prescribed Instruction curricula were developed at the University of Pittsburgh's Learning Research and Development Center. The IPI program was designed to meet the individual developmental needs of young children in the following basic areas: Primary Education Program and Perceptual Skills, which emphasizes pre-reading and math objectives in a hierarchical order for preschool, kindergarten, and special education students in quantification, classification, visual motor, auditory motor, general motor, and letters and numerals; Early and Primary Reading, a phonetic approach emphasizing mastery of specific reading skills; Math, stressing individual progress with continuous growth in numeration/place value, addition/subtraction, multiplication, division, fractions, money, time, systems of measurement, geometry, and application; Intermediate Reading, stressing individual and group instruction in comprehension skills.

Each BASIC component emphasizes: student-management skills, positive reinforcement, continuous testing, accurate and well-defined recordkeeping, and parent involvement. The curriculum is characterized by five critical elements: structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system comprised of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual programs and learning experiences for children; individualized instructional materials, sponsor-developed commercial sources, and teacher-constructed materials; and a monitoring and recordkeeping system depicting the location and mastery level of each student in each curriculum area.

evidence of effectiveness Participation in BASIC results in increased levels of achievement in reading and math.

implementation requirements The decision to replicate any part of BASIC should be jointly shared by administrators, teachers, and parents. Teachers will be trained in implementation and monitoring. The Resource Center will assist with preservice training, inservice training, and continued assistance for the first two years. Special emphasis is placed on individual school's management needs and evaluation.

financial requirements The cost of replication varies according to school size, degree of implementation, and equipment already available.

services available A Follow Through Resource Center.

Awareness materials are available at no cost. A slide-tape presentation, brochures, videotapes, and a dissemination book can be requested. Visitors are welcome at the observation school by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be arranged).

contact Candace Tobin, Resource Center Coordinator; Sibley School; Montevideo, MN 56265. (612) 269-6471.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-149 Approved: 9/9/77

Compiled Summer 1979

PROJECT BASIC SKILLS IN READING (BASK)

descriptors Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Grouping (Instructional Purposes), Individualized Instruction, Performance Based Education, Reading Instruction, Remedial Reading Programs, Resource Room Programs, Validated Programs

target audience Approved by JDRP for readers scoring below the fortieth percentile on Gates-MacGinitie Survey, grades 1-6.

description *An exemplary project providing special instruction in the basic skills necessary for reading success.*

BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily in the child's familiar classroom setting. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Pupils evidencing possible learning disabilities are referred for testing and programming, if needed. Computerized information retrieval is used for diagnosis, prescription, and recordkeeping. The computer also processes progress reports for parents and school staff. The project is designed also for manual recordkeeping and data processing.

evidence of effectiveness The California Achievement Test: Reading (1970 edition) is used for evaluation. For fiscal year 1974, the program anticipated that 65% of students served would make gains of one month per month; 84% actually did so. In 1975 and 1976, 80.6% and 80.7% (respectively) reached that goal.

implementation requirements Adopter district's firm commitment to the use of BASK. Assurance that necessary training will be provided and supportive staff assigned to concentrate on the project.

financial requirements Approximately 65% of materials used can be made from materials available at the BASK Resource Center. Commercially available materials make up the remainder. Projected cost per pupil in 1978, $401.20.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend carefully selected out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also provided at adopter sites (costs to be negotiated).

contact Marjorie H. Benz, Title I Coordinator; Manchester Public Schools; Amoskeag School, 121 Front St.; Manchester, NH 03102. (603) 669-3295.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 75-68   Approved 9/11/75

PROJECT PROJECT CATCH-UP

descriptors Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Learning Laboratories, Mathematics Instruction, Remedial Instruction, Remedial Reading Programs, Resource Room Programs, Validated Programs

target audience Approved by JDRP for students in the lowest quartile in reading or math, grades K-8. Adopting sites have successfully extended the laboratory to serve students at other achievement levels and in grades K-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A diagnostic/prescriptive laboratory program in reading and/or math.*

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of children who test in the lowest quartile in these areas.

Classroom and laboratory teachers work closely to identify program participants, and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success, and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of readily available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic/prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

(This project has been described in a Project Information Package.)

evidence of effectiveness The project utilizes pre- and posttesting (Comprehensive Test of Basic Skills in reading and math). For the past five years, the median student has consistently gained 1.5 months in reading and math skills for each month in the program (data validated by Research Management Corporation). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. Annual evaluation data available.

implementation requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; use high-interest materials insofar as they are available. The project can be adopted for a grade level or a school. It can offer reading instruction, math, or both.

financial requirements Tests and instructional materials: $4.50-$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost $250 per laboratory; most schools already have at least one such machine. Staff needs may be met by reassignment of personnel in any school with Title I funding.

services available An NDN-funded Developer/Demonstrator project.

Visitors welcome by appointment. Awareness materials, other sample materials, and technical assistance in securing funding are available at no charge. Staff are available for out-of-state awareness conferences (costs to be arranged). Inservice available at project site and out of state (costs to be arranged). A PIP (a complete three-ring binder prepared through the United States Office of Education) is available for school districts that want a step-by-step guide to adaptation.

contact Fay Harbison; Newport-Mesa Unified School District; P.O. Box 1368; Newport Beach, CA 92660. (714) 760-3300.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 34   Approved 4/4-5/73

PROJECT CATCH UP - KEEP UP

descriptors

Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Inservice Teacher Education, Remedial Reading Programs, Resource Room Programs, Validated Programs

target audience

Approved by JDRP for students in grades 5-8 who are reading two or more years below grade level. It has been used in other settings with students in grades K-4 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A remedial reading program and inservice teacher training.

The goal of this project is to raise the reading level of children who read below their grade level -- one month growth for each month in the program. The population in the community is in the lower-middle income range and highly mobile. Children who score two or more years below grade level on the Gates-MacGinitie reading test receive instruction in small groups from reading specialists, in the reading lab and/or in the classroom. Reading specialists spend at least 50% of their instructional time working in the special reading lab. Approximately 50% of their time is spent working with children in regular classrooms in concert with classroom teachers to provide inservice teacher training. When the training occurs in the classroom, the regular teachers and aides are able to learn new techniques and strategies for teaching reading. This profits not only the target student but all students in the class. Students meet with the reading specialist for 20-50 minutes four days each week and remain in the program for at least one semester.

Instruction in reading is individualized for each student using the Flowing Wells Reading Support System, which carefully diagnoses a student's reading deficits, provides prescriptive activities, and includes an evaluation procedure to determine the student's progress. The reading labs serve as locations for specialized instruction, as well as a reading materials resource center for teachers. The reading specialists offer demonstrations, workshops, and seminars for teachers and provide creative reading materials such as board games, posters, audiotapes, and self-paced exercises for loan to students, teachers, and parents. The reading labs are decorated in lively and interesting fashion with unique niches and private retreats to enhance the appeal of reading. Students are evaluated on an ongoing basis using the Flowing Wells Reading Support System. In this manner of continuous monitoring, a current record of student growth in reading skills is readily at hand for the reading specialist and classroom teacher. Gates-MacGinitie standardized reading tests are administered three times per year as a means of determining normative growth.

(This project has been described in a Project Information Package.)

evidence of effectiveness

In 1974, Gates-MacGinitie reading scores collected during 1973-74 from students in grades 5-8 enrolled in Title I funded schools were submitted to JDRP. Data analysis indicated that students who remained in the program for at least three months made significant gains in their reading level. From the beginning of the program, students have met or exceeded the program goal: at least 75% of the students gain one month in reading level for each month in the program.

implementation requirements

This program involves the entire school system. It would be difficult for a single teacher to adopt only a portion of it. Basic implementation requirements are: one highly qualified and motivated reading specialist for every 225 students; a separate comfortable work area for small reading groups; a reading management system; active support from top-level administrators; teachers willing to release children to attend labs and willing to work with reading specialists; inservice training for administrators and reading specialists; administration of evaluation forms before and after the program.

financial requirements

Costs budgeted for the 1975-76 school year based on 225 students in the program were approximately $370 per student. Most of the cost is salaries for reading specialists. The Flowing Wells Reading Support System (RSS) is available for $25.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

contact James L. Neeley, Coordinator; Dissemination Project; Project Catch Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Rd.; Tucson, AZ 85705. (602) 887-1100, ext. 232.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-120 Approved: 12/16/74

Compiled Summer 1979

PROJECT A CHANCE FOR EVERY CHILD

descriptors

Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Instruction, Low Achievers, Mainstreaming, Reading Instruction, Remedial Reading Programs, Staff Improvement, Validated Programs

target audience

Approved by JDRP for low-achieving students and their teachers in grades 1-6. It has been used in other settings with students of average or above average abilities, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A diagnostic/prescriptive program for low-achievers carried out within the regular classroom, monitored by consultants.

A Chance For Every Child uses a team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students.

The project's unique success cycle is due to eight factors: the classroom teacher retains instructional responsibility; classroom teacher-consultant dialogue is continual; teacher managerial and instructional skills are upgraded; the student is provided with instruction at his/her individual level; high-interest materials and student recognition are effective motivators; teacher and student attitudes change gradually; high morale is maintained for teachers and students; and achievement, self-confidence, and motivation continue to grow.

evidence of effectiveness

Student population is low-achieving, low-income, and urban fringe. Alternate forms of the Gates-MacGinitie Reading Test are used for pre- and posttesting. In the last three years, 52% of program students made gains of 1.6 or greater; 76% gained one year or more.

implementation requirements

Key personnel visit the demonstration site. Formal approval for adoption and statement of assistance must be signed by the superintendent and Board of Education. Potential adopter provides numerical evidence showing a need for the project, human resources capable of carrying it out, and financial resources to implement and continue the project for a minimum of two years. Smallest adopting unit possible is one school. One reading consultant is required for every 10-12 teachers, who will monitor approximately 80 students.

financial requirements

Initial costs for materials and equipment vary from $500 to $3,000 per building. Pre- and posttesting costs average approximately 60¢ per child. The largest single item in the budget is personnel. Minimum cost per building for project materials, $150.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available at no charge. Visitors welcome by appointment. Awareness sessions provided by project at no cost in Michigan; outside Michigan, costs can be negotiated. Training is conducted at project and adopter site. Management and consultant manuals and follow-up consultant service are available (costs to be arranged).

contact

Kathryne D. Sowinski, Director; Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600, ext. 316.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 76-89 Approved: 7/1/76

PROJECT CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program

descriptors

Curriculum, Diagnostic Teaching, Educable Mentally Handicapped, Educationally Disadvantaged, Elementary Education, Individualized Instruction, Intervention, Language Handicaps, Motivation Techniques, Remedial Instruction, Remedial Reading Programs, Resource Room Programs, Validated Programs

target audience

Approved by JDRP for pupils, grades 1-6. Although developed for the disadvantaged student population, this program can be used in other settings for any comprehensive elementary school reading program, grades 1-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An individualized reading program increasing the basic skill reading-achievement levels of inner-city students.

Each student is individually assessed and placed on a level where he/she can function effectively with the curricular materials in use. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, using any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. According to validators, this program provides teachers with an accurate assessment of each student's reading skills on a day-to-day basis. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to the next. The validators judged the program to be inexpensive to implement and highly motivating for participating students because of its use of contracts and self-correctional procedures and its built-in success factors.

The Classroom Intervention Project has three major objectives: attainment of a year's growth per year in regular inner-city classrooms; attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that underachievers acquire reading skills at a rate of 1.0 gain per year.

evidence of effectiveness

Regular students more than doubled their average reading gain, averaging 1.29 years' growth as shown by pre/posttesting with the Metropolitan Achievement Test. Similarly, 63.68% of 121 students gained a year's growth or more in reading. Special education students across two project years averaged 1.09 years' growth. The resource room, serving severely disadvantaged readers, produced 1.35 years' gain per student.

implementation requirements

Any basal reading series can be converted from group into an individualized instructional procedure. By May, 1978, individual contracts had been developed for nine major series. Adoption is easier for districts choosing a series for which individualizing has been completed, but an adoption can be made for any reading series. For most school districts, the expense of support aide time is not available, so either cross-age peer tutors or community volunteers must be recruited to support the classroom teacher during the individualized reading period.

financial requirements

Most of the curricular costs are first-year start-up expenses. Curricular material costs can run as high as $11.03 per student if no basal reading series are available. Aide time during reading cost $32.70 per student in Seattle. Program maintenance costs approximately $5 per student.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site pays only its own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Wayne E. Foley, or Robert B. Hamilton; 615 12th Avenue South; Seattle, WA 98144. (206) 587-6371.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-77 Approved: 11/10/75

Compiled Summer 1979

PROJECT COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP)

descriptors

Basic Skills, Concept Formation, Curriculum, Educational Games, Elementary Education, Mathematics Instruction, Problem Solving, Spiral Curriculum, Validated Programs

target audience

Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-3. It has been used in other settings as a K-6 program, with entering sites limited to K-5 participation until completion of sixth-grade entry programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.

An underlying assumption of the CSMP curriculum is that children can learn, and can enjoy learning, much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging.

A feature unique to CSMP is the use of three nonverbal languages which give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome, clumsy linguistic prerequisites. These languages include: the Language of Strings (brightly colored strings and dots which deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots which stimulate thinking about relations between objects); the Language of Papy Minicomputer (simple abacus which models the positional structure of our numeration system. Using this language, one may represent all decimal numbers [positive or negative] to encourage creative thinking about the nature and properties of numbers. The Minicomputer is used both as a computing device and as a motivation for mental arithmetic). CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow learners." It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

evidence of effectiveness

As measured by Comprehensive Tests of Basic Skills, Stanford Achievement Test, and others in 1973-77, CSMP students do better than non-CSMP students in relational thinking, estimation, large numbers, fractions, and word problems; show a level of enthusiasm and interest in their math program; and learn traditional math skills and concepts as well as or better than students in more traditional programs.

implementation requirements

School system signs cooperative agreement with CSMP and appoints local coordinator who undergoes 3-10 days of training (depending on highest grade level adopted) in St. Louis during spring or summer prior to first year of implementation. Coordinator trains all teachers new to CSMP before start of school. Smallest adoption unit is one teacher in one classroom. No training charge, but system pays expenses to attend training. Teachers and coordinators are required to buy training kits: K-1, $3.80; 2-3, $3.85; 4-6, $6.55. Optional adopter-site training is available; there is a fee for this service.

financial requirements

Start-up costs for one teacher and 30 students: kindergarten, $75; first grade, $135; second grade, $170; third grade, $180; fourth grade, $180; fifth grade, $190. Replacement costs for one teacher and 30 students: kindergarten, $22.95; first grade, $50.40; second grade, $90.39; third grade, $114.12; fourth grade, $125.37; fifth grade, $135.90.

services available

An NDN-funded Developer/Demonstrator Project.

Awareness materials available free. Sample sets of curriculum materials available on 90-day approval. Field representatives available for general awareness conferences; two-day awareness workshops provided for LEAs seriously considering adoption (travel expenses shared). Visitors are welcome at developer and observation sites. Free training sessions provided at developer site for LEA coordinators who then train their own staffs. Training provided at adopter sites for a fee. Technical assistance available including evaluation help.

contact

Ron Ward, Associate Director for Dissemination; CEMREL-CSMP; 3120 59th St.; St. Louis, MO 63139. (314) 781-2900, ext. 242.

Developmental Funding: USOE ESEA Titles III and IV, and National Institute of Education

USOE JDRP No. 78-169 Approved: 3/17/78

Compiled Summer 1979

PROJECT COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS (CADPP)

descriptors

Compensatory Education, Computer Managed Instruction, Criterion Referenced Tests, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Programs, Mathematics Instruction, Reading Instruction, Remedial Instruction, Validated Programs

target audience

Approved by JDRP as a reading program for grades 3-9 and as a math program for grades 3-7.

description

A computer-assisted management system providing diagnosis of basic needs in reading and mathematics and prescriptions to assist in teaching to those needs.

CADPP is a remedial program in reading and mathematics designed to supplement the regular school program. The Title I skills continuum builds upon skill areas taught in the regular school program, but it uses different basal materials. Both regular and Title I curricula develop and utilize teacher-made games, worksheets, and manipulative materials. No special equipment and no single commercial program is used in the classroom, because the staff believe that diverse learning styles require a variety of supplemental materials to reinforce skills. CADPP has three major components: a diagnostic approach to individualized instruction, a learning center approach to classroom management, and an individual prescriptive approach to instruction in areas of need.

Essential elements of the program include diagnosis with a criterion-referenced test; use of a computer to develop an Individualized Educational Plan; an instructional management system incorporating learning stations; and maintenance of a continuing computer update of instructional activities and pupil progress.

Use of a computer to perform the clerical duties allows teachers more time for instruction. Intense staff development provides the computer with a data bank containing information on student characteristics (functioning levels, interests, and effective learning modes) and learning material characteristics (difficulty levels and teaching modalities). After diagnostic testing and teacher observation define skill needs, the computer matches the two sets of characteristics to prepare the prescription best suited to each individual student. The student receives individualized instruction and the teacher receives technical assistance in effective implementation of the student's program.

evidence of effectiveness

Three-year fall-to-fall testing (1976-78) with the Science Research Associates Achievement Series documented positive trends through standard score gains. Grade 3 students showed the highest gains in reading, with 23 NCEs; grades 6 and 7 evidenced 8 NCEs. Gains in math ranged between 22 NCEs for grades 4 and 5 and 6 NCEs for grade 3. Overall, the gap between scores of participating and non-participating students was narrowed.

implementation requirements

CADPP can be adopted by a single classroom unit or by several units. Extensive staff development and training in criterion-reference design and development, instructional management systems, performance/process evaluation, monitoring, and individualized instruction via the learning station approach to management are required.

financial requirements

Based on 468 pupils, start-up cost is $45.51 per pupil. In addition, cost for implementing a criterion-referenced testing program and instructional management system is $13.64 per pupil. Continuation costs are $10.32 per pupil, based on 630 students.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff may attend a limited number of out-of-state awareness meetings. Training is conducted for a limited number of adopters at adopter sites.

contact

Debra J. Glowinski, Federal Programs Director; Title I Office; Box 292; Dillwyn, VA 23936.
(804) 983-2714 or -2863.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 79-15   Approved: 6/12/79

PROJECT CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

descriptors Basic Skills, Cooperative Planning, Elementary Secondary Education, Mathematics Instruction, Performance Based Education, Sequential Programs, Small Group Instruction, Teaching Methods, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 1-8. It has been used for grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A sequential small-group mathematics program designed to meet the needs of all children.*

The Conceptually Oriented Mathematics Program is a management system that provides a list of sequential skills to be mastered in each of the basic skills areas. It is designed to meet individual needs through small-group instruction.

Students are tested to determine their individual strengths and weaknesses, and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into two or more steps. (Step Z in each level provides additional materials for the highly motivated student.)

The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students.

evidence of effectiveness Iowa Test of Basic Skills administered 1971-72 to COMP students grades 1-8 (September and May). Seventy-seven percent increased their percentile rankings pre to post. Further annual testing of the same students showed continued gains: 64% in 1972-73, and 58% in 1973-74.

implementation requirements One day of training prior to the implementation of COMP. (All teachers and administrators involved in the program should attend.) One day of training following implementation of the program. (Adopting school's needs will determine date.) One staff member to serve as project contact person and coordinator.

financial requirements Exclusive of textbooks and the coordinator's salary, the basic costs are: an average of two guidebooks per teacher, at $9 per book (includes postage and handling), and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances become available.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Arrangements can be made for visitors to see COMP in action at several adopter schools. Training will be conducted by a consultant from Project COMP at adopter site only (costs to be arranged). Staff members will be available to present COMP at out-of-state conferences (costs to be arranged).

contact Alta M. Harness, Director; COMP Consultants, Inc.; 916 Tandy Ave. #1; Columbia, MO 65201. (314) 449-0881.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-114 Approved: 12/6/74

PROJECT PROJECT CONQUEST

descriptors

Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Instruction, Reading Instruction, Remedial Reading Programs, Secondary Education, Validated Programs

target audience

Approved by JDRP as a reading program for grades 1-6. It has been used in other settings as a first-grade (repeaters) through ninth-grade program for students below grade level but potentially able, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A highly individualized diagnostic and prescriptive reading program.

Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work alone in individual carrels under the supervision of clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

(This project has been described in a Project Information Package.)

evidence of effectiveness

Conquest students and comparison groups were pretested and posttested in fall and spring on the Gates-MacGinitie (grade 1 repeaters only through grade 3) and CAT (grades 4-6). The test results indicated that Conquest students scored higher on these tests than comparison groups, and achieved a gain of at least nine months to two years annually in the program. Financial and evaluation data were collected in 1973-76.

implementation requirements

Materials used: programmed materials, phono-visual charts and words, books, kits, audio-visual materials, games, supplemental nonprogrammed materials, teaching machines (commercial), commercial materials and teacher-made materials, including Conquest Instructional Survival Kit (CISK).

financial requirements

Total estimated costs are $450 per pupil after start-up. Initial cost for equipping one reading-room/clinic is approximately $6,000.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional out-of-state demonstration sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (cost to be negotiated).

contact

Lucille Cummings, Coordinator; Conquest Diffusion System; 1105 E. Fifth St.; Metropolis, IL 62960. (618) 524-2664. Betty P. Spann, Director; Conquest Demonstration Site; 4400 Grand; East St. Louis, IL 62207. (618) 274-0926.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-12   Approved: 2/20/74

Compiled Summer 1979

PROJECT CRAM: Compensatory Reading and Mathematics Program

descriptors

Compensatory Education, Criterion Referenced Tests, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Mathematics Instruction, Parent Participation, Reading Instruction, Remedial Instruction, Resource Room Programs, Underachievers, Validated Programs

target audience

Approved by JDRP for underachieving students, grades 1-4, with reading skill deficits, and students, grades 3 and 4, with mathematics skill deficits.

description

A locally developed, individualized compensatory reading and mathematics program for underachieving students in grades 1-4 who are one year below grade level.

CRAM is a locally designed compensatory reading and mathematics program which was effectively implemented in the elementary schools of Frederick County, a rural school system in Virginia. The basic instructional features were developed by the school system's Title I instructional coordinator. The instructional components consist of diagnostic/prescriptive teaching based on the results of a locally designed criterion-referenced test; an instructional management-monitoring system, which enables project resource teachers to provide all students with instant feedback on their instructional performance; monitoring reports, which enable principals and classroom teachers to ascertain -- on a weekly basis -- the progress each student made in overcoming skill deficits; and a method allowing the project supervisor to monitor the resource teacher's instruction (i.e., individualization, pacing, and following the sequence).

Students who participate in CRAM are at least one year below grade level in basic reading or mathematics computation skills. They are referred to the program by their classroom teachers. When the students enter the program, they are administered a locally designed criterion-referenced test to determine their skill deficits. The resource teacher prepares a profile card for each student and provides 30 minutes of daily instruction on specific skill deficits throughout the school year. Students move through the program at their own pace.

Parent involvement is a very important part of CRAM. A project staff member visits all parents to discuss their children's progress. Parents also influence program decisions through their work on parent advisory councils.

evidence of effectiveness

During the 1978-79 school year, CRAM was evaluated on the basis of the Normal Curve Equivalent (NCE) gains. Reading students made the following grade-by-grade gains: grade 2, 75 NCEs; grade 3, 65 NCEs; grade 4, 95 NCEs. Fourth grade math students gained 13.8 NCEs.

implementation requirements

An adopting project may take all three (i.e., reading, mathematics, and parent involvement) aspects of the project or any single aspect. An adopting school or school district must follow the basic instructional format and/or parent involvement techniques used in CRAM. Project staff are unable to assist with adoptions until the 1980-81 school year.

financial requirements

The program is relatively inexpensive. Costs include inservice workshops for the adopting site and the training of one staff member to provide coordination for the instructional management-monitoring system.

services available

No special network funding supports this project's dissemination efforts.

During the 1979-80 school year, no services will be available. During the 1980-81 school year, awareness materials will be available.

contact

Esther Morrison, Instructional Coordinator; Frederick County School Board Annex; 3030 Valley Ave.; Winchester, VA 22601. (703) 667-8152.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 79-16 Approved 5/23/79

Compiled Summer 1979

PROJECT CRITERION READING INSTRUCTION PROJECT (CRIP)

descriptors

Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Kindergarten, Language Arts, Needs Assessment, Open Education, Preschool Programs, Primary Education, Readiness, Reading Instruction, Resource Room Programs, Validated Programs

target audience

Approved by JDRP for grades pre-K through 3.

description

An individualized language arts readiness program.

Specific program performance objectives have been set up in nine broad skill areas. All teaching embodies the test-teach-test method to provide instruction based upon needs assessment. Areas of assessment include large and small motor skills, auditory listening comprehension, auditory discrimination and classification, oral composition, oral vocabulary, visual discrimination, visual memory, visual comprehension, and handwriting skills.

Children go to a specially equipped room where instruction is geared to their demonstrated needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work independently or in small groups.

Pre-kindergarten and kindergarten children in the public schools meet for 2-1/2 hours in morning or afternoon sessions five days per week. First, second, and third grade students are scheduled for a minimum of one half hour per day, five days per week. Teacher's aides are helpful for duplicating materials, maintaining the classroom inventory of equipment and instructional supplies, and recording test scores.

evidence of effectiveness

Students pre-kindergarten through grade 3 assessed for levels of functioning in cognitive, affective, and psychomotor domains. All grade levels met cognitive and psychomotor performance objectives (many scores approximating national norms). On the affective measure, all grades met the criterion except grade 3.

implementation requirements

Inservice training is helpful; however, no special training is available to districts through the project. Teachers are provided with the criterion skill lists, and the Title I project staff are currently coding the materials to specific skills for easy reference.

financial requirements

For 1975-76, the per-student cost was approximately $763, including supplies, equipment, and staff salaries.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available free. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences.

contact

Anita M. Schmidt, Director; Elementary Education and Title I; School #4 Annex; Dill Ave.; Linden, NJ 07036. (201) 486-2530.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 32 Approved: 4/9/73

PROJECT DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER

descriptors Basic Skills, Disadvantaged Youth, Economically Disadvantaged, Language Arts, Mathematics Instruction, Motivation Techniques, Parent Participation, Primary Education, Programed Instruction, Reading Instruction, Sequential Programs, Teaching Methods, Validated Programs

target audience Approved by JDRP for K-3.

description

A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language.

The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children respond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement -- as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals.

evidence of effectiveness Testing of low-income children in the first cohort of participants (1968-71) with the Stanford-Binet showed significant gains. Testing in subsequent years using the Multiple Access Test showed significant growth in math, language, and spelling, while results of the Wide-Range Achievement Test showed gains meeting or exceeding national norms in all areas. In 1976, the IARS Responsibility for Failure and Responsibility for Success showed positive affects for project participants.

implementation requirements The decision to adopt the Dayton Follow Through Program should be jointly shared by administrators, teachers, and parents. Program implementation can begin immediately after training. The program is adaptable for pre-kindergarten through third grade. Paraprofessional or volunteer assistance is strongly suggested.

financial requirements Assuming 30 students per class, per-pupil costs, by subject area and grade level, for initiation and maintenance (maintenance cost in parentheses): Reading I, $14.02 ($5.35); Reading II, $16.82 ($5.35); Reading III, $27.12 ($7.40); Language I, $8.52 ($3.55); Language II, $9.27 ($4.30); Language III, $14.40 ($5.25); Math I and Math II, $10.32 ($5.35). If two or more programs are used, the cost of a paraprofessional should be added.

services available A Follow Through Resource Center.

General descriptive materials available free. Multimedia materials (films, videotapes, cassettes, and printed information) are also available. Visitors welcome by appointment. On- and off-site one-day awareness sessions and three-day training sessions (including program orientation, introduction to curriculum materials, and laboratory experiences) are offered to teachers, paraprofessionals, supervisors, and administrators. Project staff will provide training and monitoring services averaging one day per month at no cost to adopter site.

contact Willetta C. Weatherford, Director, or Laura M. Lansdown, Coordinator; Dayton Follow Through Resource Center; 3410 Hoover Ave.; Dayton, OH 45407. (513) 268-1641.

Developmental Funding: USOE Follow Through   USOE JDRP No. 77-132   Approved: 8/24/77

Compiled Summer 1979

PROJECT DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

descriptors Arithmetic, Concept Formation, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Mathematics Instruction, Remedial Instruction, Special Education, Validated Programs

target audience Approved by JDRP for students functioning at grade levels 3-5. It has also been used with grade levels 1, 2, and 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A basic arithmetic program with emphasis on developing, modeling, and mastering the basic concepts.*

DPA is the arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. A diagnostic test is used to identify students' strengths and weaknesses, both in concepts and skills. Prescriptions are planned using the DPA Teacher's Manual. The Teacher's Manual contains activities for developing and modeling basic concepts as well as for reinforcing and practicing the required skills. Each of the more than 75 activities has very specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences (estimations, data collection, and applications to real life experiences), simplified recordkeeping procedures and devices, classroom management techniques, and instructions for designing and developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN: Title I). Both approaches are essentially the same. The diagnostic test is administered and the results are analyzed for general trends and specific needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his or her level of understanding. He or she may work with or without the teacher, in a large group, small group, or independently. He or she may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. Each student may complete a written activity for practice or may help in the school by applying arithmetic to a real life situation.

This is a concept-based program that uses manipulatives and physical materials and is adaptable to special education students.

evidence of effectiveness Each year for the past eight years, DPA used the Stanford Diagnostic Arithmetic Test to pre- and posttest approximately 400 participants. The target group comprised educationally and economically disadvantaged students, according to Title I criteria. These students achieved an average gain of 15 months in seven months of instruction.

implementation requirements To demonstrate its need and desire for DPA, a district must submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; provide for the release of participating teachers and supervisors for three full days of pre-implementation training; employ the diagnostic test as a pre and post instrument and provide DPA with a summary of results; identify a teacher or supervisor who will act as the DPA on-site coordinator and liaison; and encourage cooperative planning and exchange among program teachers.

financial requirements Curriculum and testing material start-up costs are about $5 per pupil or $150 per classroom or resource teacher. Maintenance costs are usually less than $1 per pupil.

services available An NDN-funded Developer/Demonstrator project.

Awareness booklets and brochures are available. Arrangements can be made for visitations to the demonstration site, awareness presentations, and mini-workshops. Pre-implementation training workshops for teachers and supervisors (three full days) are conducted at either the demonstration site or the adopter site. Follow-up meetings for technical assistance are scheduled to meet the needs of the adopting district.

contact Matthew Scaffa, Director, or Janet Castellano, Project Coordinator; Community School District 31; 211 Daniel Low Terr.; Staten Island, NY 10301. (212) 447-3637.

Developmental Funding: USOE ESEA Titles I and III USOE JDRP No. 74-68 Approved 9/18/74

PROJECT DISCOVERY THROUGH READING

descriptors

Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Low Achievers, Motivation Techniques, Primary Education, Reading Comprehension, Reading Skills, Remedial Reading Programs, Resource Room Programs, Validated Programs, Word Recognition

target audience

Approved by JDRP for low-achieving students in reading, grades 2-3. (Limited grade span was due to available funding.) It has been used in other settings with grades 1 and 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

Discovery Through Reading is an instructional program in reading that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet," an agenda which lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a non-threatening environment. First, a student competes only with himself/herself. Second, performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and goals achieved.

(This project has been described in a Project Information Package.)

evidence of effectiveness

Students were pre- and posttested with appropriate levels of the Botel Word Inventory and the Stanford Reading Test each year until 1978. Evaluation results indicate 85-95% of students make a year's gain (or better) annually in the program. (Beginning in 1978-79, only the Stanford Test was used.) Target schools are identified on the basis of low income. Students selected must be reading at least one year below grade level.

implementation requirements

Several alternatives for adoption are available: PIP (Project Information Package) alone; training by Project Director, with/without PIP, at adopter site; training with PIP of a trainer at demonstration site. Program can be adopted by a single school, grades 2-6; by a single grade level within a school; or by all elementary schools within a district.

financial requirements

Program materials: a wide variety of commercially available materials is used. We specifically require the use of five. Cost of these consumables is $15 per student per year. Staffing: certified teachers with no previous special training in reading are used at the original site. Paraprofessionals have been trained to conduct the program at other sites.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff can attend out-of-state awareness conferences (costs to be arranged). Training is conducted at project or adopter site.

contact

Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-112 Approved 10/23/74

Compiled Summer 1979

PROJECT EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

descriptors Beginning Reading, Curriculum, Diagnostic Teaching, Educationally Disadvantaged, Grade 1, Individualized Instruction, Motivation Techniques, Primary Education, Reading Instruction, Reading Readiness, Teaching Methods, Validated Programs

target audience Approved by JDRP for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children, and children whose prereading perceptual skills development has limited beginning reading ability, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.*

The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development.) Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles.)

Although primarily utilized as a full-time, self-contained unit, the program can be implemented on a resource or part-time basis. Right to Read and Title I funding sources are available to support adoptions.

evidence of effectiveness For the third year of project development (1972-73), the project children scored greater gains on end-of-year Stanford Achievement Test: Paragraph Meaning than control groups. (Random control mean 13.024, project mean 18.741; matched control mean 10.916, project mean 18.974. Probability < .001, significant at .05 level.) Follow-up studies available.

implementation requirements Any experienced primary teacher can implement the program following training. Attendance at a three- to five-day workshop is essential for adoption. Training is practical, and includes "hands-on" learning. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessional aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

financial requirements Screening tests (Clymer-Barrett Prereading Battery and Cognitive Abilities Test) must be purchased, as well as the Prereading Assessment System developed by the project. Basic equipment and materials costs will vary between $500 and $5,000, depending on adopter's existing materials. Redirection of existing financial resources rather than added cost is the fiscal key. Reduction of student/teacher ratio to 20:1 and cost of paraprofessional aide must be considered.

services available An NDN-funded Developer/Demonstrator project.

In-depth awareness materials are available at no charge. Awareness sessions are offered at potential adopter sites. No honoraria, but expenses may be required. Training is available at adopter or developer site. Demonstration sites available at Developer LEA and in various parts of the country. Visitors are welcome by appointment. Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available.

contact Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-57 Approved: 5/23/74

PROJECT THE ELECTRIC COMPANY

descriptors Educational Television, Elementary Education, Low Achievers, Reading Instruction, Validated Programs

target audience Approved by JDRP for children, grades 2-4, below grade level.

description *The use of television in teaching reading skills to young children.*

The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. Televised curriculum and its accompanying classroom materials are built around specific goals in 19 curriculum areas. It began as a national program in many schools throughout the country and was incorporated as a part of the teaching program as a supplement to the regular school reading instructional program. Show guides and suggested classroom activities are available.

evidence of effectiveness Comparison was between experimental and control students. The former viewed the Electric Company once daily, in school, for one season (130 programs, one-half hour each). Controls received only regular school reading instruction. Neither group could view the program outside school. Students who viewed the program scored generally higher on reading subtests than nonviewers.

implementation requirements Not applicable.

financial requirements Curriculum is televised nationally. Optional instructional materials may be obtained from the project and other selected distributors. Cost involved is minimal.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors in educational administration or research are welcome by appointment, but there are no facilities for teacher visitations. Out-of-state training is available through field officers who are located in different states. For referral contact Dr. W. R. H. Smit at One Lincoln Plaza, New York, NY 10023. (212) 595-3456. Project staff may be able to attend out-of-state conferences.

contact Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456.

Developmental Funding: USOE Bureau of Library and Educational Technology USOE JDRP No. 74-23 Approved: 4/29/74

Compiled Summer 1977

PROJECT EXPANDED SERVICES IN EARLY LEARNING, READING, AND MATHEMATICS

descriptors Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Language Arts, Low Achievers, Mathematics Instruction, Precision Teaching, Remedial Instruction, Special Classes, Validated Programs

target audience

Approved by JDRP for low achievers in grades K-8.

description

A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Each day's teaching-learning experience is specific to each child. Both teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher.

Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to ensure full concentration during his or her attention span. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student at the moment it can be most effective. Both specially developed and commercially available materials are used. Test and practice materials copyrighted as "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials.

Inservice work with teachers and aides is a very important part of the program. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student need, use commerical materials properly, and build their own materials.

This basic skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of test and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

evidence of effectiveness

Scores on the Comprehensive Test of Basic Skills (CTBS) for the years 1976-77 and 1977-78 show average improvement of 16 percentile rankings for 2,400 children in the reading program, 20 percentile rankings for 900 children in math, and 50 percentile rankings for 440 children in the kindergarten language program.

implementation requirements

The reading program uses a teacher and an aide who work with five groups of 10-12 students per day. The math program can operate in the same way or with a paraprofessional tutor working with five groups of five students. The language program also operates with tutors working with five groups. The reading and math programs are geared to an optical mark reader for scoring exercises. This equipment is available on a monthly rental basis. Special materials developed for the program are available from Precision Teaching Associates.

financial requirements

St. Mary Parish serves more than 2,000 students per year in its Title I programs. The per-pupil cost, including all salaries, is under $500 per year. Start-up costs are slightly higher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials (brochure, slide-tape presentation) are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact

Darryl Boudreaux, Federal Project Administrator, or Carlton M. Singleton, Project Director;
St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250.

Developmental Funding: USOE ESEA Title I — USOE JDRP No. 78-198 — Approved: 11/27/78

PROJECT

FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center [formerly Flint Direct Instruction Follow Through Project]

descriptors

Advisory Committees, Disadvantaged Youth, Economically Disadvantaged, Educational Methods, Parent Participation, Performance Based Education, Primary Education, Reading Instruction, Validated Programs

target audience

Approved by JDRP for low-income children, grades K-3. It has also been used in suburban, rural, and bilingual communities, and in compensatory, talented, and special education classrooms, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A parent-implemented program using the Direct Instruction Method of Teaching Reading, Language, and Arithmetic to potentially low-achieving children.

Flint Follow Through is a federally funded program that provides comprehensive services to students. A parent-implemented project, it encourages and facilitates active parental involvement at an advisory level.

The program's nationally validated instructional model, The Direct Instruction Method of Teaching Reading, Language, and Arithmetic, employs skillfully designed materials requiring precise teacher behaviors. The materials are highly structured and sequenced with scripted lessons in each curricular area. Each area is taught in daily 30-minute blocks, with rapid pacing and varied reinforcement activities. The instructional groups are small, and the teacher is seated within touching distance of the students in order to focus on student performances. Sufficent time-on-task, active student participation, and clearly defined student expectations are integral to Direct Instruction. Individual student progress is regularly monitored through criterion-referenced materials. Continuous staff development assures proficiency in correction/pre-correction strategies, behavior management, and classroom organization techniques.

evidence of effectiveness

Evaluation data show that students who participated in the Direct Instruction Flint Follow Through Project scored at the 50th percentile on standardized achievement tests. Students in the Direct Instruction Model scored at a statistically significant higher level in the affective and cognitive domains.

implementation requirements

The decision to adopt the Direct Instruction Model should be jointly shared by administrators, teachers, and parents. The instructional model is installed in kindergarten or first grade the first year, and a grade level is added in each subsequent year.

financial requirements

Costs of program replication include staff training, materials, and evaluation. Local capacity building funds established by Flint Follow Through Resource Center enable adopting districts to partially defray expenditures.

services available

A Follow Through Resource Center.

Awareness materials are available. Awareness sessions are available. Visitations to demonstrator site are welcomed. Adopting districts receive a complete set of teacher materials, pre-service training, continuous inservice, regular consultant services, pre/posttest materials, and technical assistance.

contact

Marion Williams, Director; Flint Follow Through Project; 923 E. Kearsley St.; Flint, MI 48503. (313) 762-1452. Nina M. Jones, Coordinator; 614 W. Home Ave.; Flint, MI 48505. (313) 762-1705.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-122 Approved: 8/17/77

Compiled Summer 1979

PROJECT "GAMES CHILDREN PLAY" -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL [formerly Atlanta Follow Through Project -- Interdependent Learning Model (ILM)]

descriptors Ancillary Services, Attitudes, Class Management, Disadvantaged Youth, Economically Disadvantaged, Educational Games, Individualized Instruction, Parent Participation, Primary Education, Self Concept, Validated Programs

target audience Approved by JDRP for grades K-3. It can be used with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A comprehensive program emphasizing affective and cognitive development that uses games and game-like activities in its instructional component to teach problem-solving skills.*

The four major ILM developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. The accomplishment of these goals is reflected in improved academic performance. Classroom management, which includes room arrangement, grouping, scheduling, recordkeeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. Transactional Instructional Games, Conversation Games, and Street/Folk/Musical Games describe these formats. Instructional content is based on the Atlanta School System's curriculum and is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding (DAD) with the basal series used in individual schools. All instructional processes -- instructional games, classroom management system, and reading program -- help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

As in all Follow Through programs, the ILM implemented in the Atlanta Public Schools has strong parent involvement and comprehensive health, psychological, and support services beyond what the system provides, in addition to the instructional component. Staff development and evaluation are continuous for all components.

evidence of effectiveness Average Iowa Test of Basic Skills grade equivalent scores in reading and math (composite) grades 1-3 for Follow Through and non-Follow Through comparison schools in Atlanta (1973-74 through 1976-77): Follow Through sites exceeded non-Follow Through sites in 91.7% of the cases (FT = non-FT, 5.5%; FT < non-FT, 2.8%).

implementation requirements Successful replication of the ILM program in reading and/or math requires the active support of the Local Education Agency. Supervisory personnel should participate in training activities. Adoption in reading requires funding for one paraprofessional per classroom. Training for an adoption in reading takes seven days, and for an adoption in math, four days. Implementation must be for at least one year.

financial requirements Approximate cost of materials for an adoption in reading: $75 per classroom. Approximate cost of materials for an adoption in math: $50 per classroom. Approximate cost of materials for an adoption in reading and math: $90 per classroom. Adoptions in reading entail salaries for paraprofessionals (one per classroom). Training and manuals are provided at no cost to adopting sites.

services available A Follow Through Resource Center.

Awareness materials, awareness presentations, and guided classroom observations are available, the last by appointment. Following an agreement to adopt the ILM, the Center provides no-cost training at project or adopter site, post-training assistance, and evaluation services.

contact Jeanne M. Gray, Coordinator; Follow Through Resource Center; Atlanta Public Schools; 2960 Forrest Hill Drive Southwest; Atlanta, GA 30315. (404) 762-7206.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-121 Approved: 8/17/77

PROJECT GEMS: Goal-based Educational Management System

descriptors Diagnostic Teaching, Class Management, Elementary Education, Mastery Learning, Reading Instruction, Units of Study, Validated Programs

target audience Approved by JDRP for grades K-6. The program has been used for grades 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.*

With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands -- phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A "GEMS Book" is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, and test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing, and Retrieval.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness The GEMS research design yielded statistically and educationally significant gains in reading comprehension and vocabulary for each grade level, grades 1-6, in 12 pilot schools. The Stanford Achievement Test was used in grades 1 and 2 and the Iowa Test of Basic Skills in grades 3-6. The research study was conducted over a two-year period (1976-78).

implementation requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. The implementation process requires between one and two years. The need for a management system must be organized for improving reading proficiency; continuum of study; formative evaluation; accountability to support competency graduation requirements; and integration of categorically funded programs. A minimum of 12 hours of workshop time is required for teachers and administrators, with two follow-up sessions as the management system is implemented. A contract with the adopting district detailing the needs and services to be involved in implementation is required.

financial requirements Costs are contingent upon group size, location, and levels implemented. Approximate cost is $6.50 per pupil for a group of 30 teachers with a 29:1 pupil-teacher ratio. Materials needed are: GEMS Books with tests and strategies, a filing system for additional materials and strategies, and a retrieval system. Kindergarten screening materials add a $35 cost per unit.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is conducted for a limited number of adoptions at adopter sites.

contact Gilbert Stevenson, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.

Developmental Funding: USOE Right to Read and ESEA Title IV- USOE JDRP No. 79-2 Approved: 2/16/79

Compiled Summer 1979

PROJECT THE GLASSBORO RIGHT-TO-READ PROJECT

descriptors

Diagnostic Teaching, Elementary Education, Individualized Instruction, Parent Participation, Reading Instruction, School Community Relations, Staff Improvement, Validated Programs, Volunteers

target audience

Approved by JDRP for students, grades K-3. It has been used in other settings with students pre-K through grade 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An individualized, diagnostic/prescriptive, complete reading program based on a district assessment of staff and community needs.

An essential element of the Right-to-Read program is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and community (including parental) interest in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and community support is drawn up and put into operation. Both assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members and parents.

Upon entering the program, each child receives a battery of teacher-administered diagnostic reading tests. Teachers use test results to ascertain each child's instructional reading level. Teachers then write individual instructional sequences for each child, which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his or her developmental level. The array of reading skills used comes from commercially available sources. Districts interested in replicating the program may write their own skill array or use one or more of those available commercially.

Staff members inaugurate this program and carry it out on the strength of a staff development program directed by the Right-to-Read Coordinator. Among the topics covered are development of instructional materials and procedures of classroom management which complement the individualization of reading instruction. Community interest in the program has resulted in the formation of a parent volunteer group whose members serve as classroom aides and reading tutors.

evidence of effectiveness

For the 1972-73 school year, the Classroom Reading Inventory, (William Brown Company, Dubuque, Iowa) was used. Between the pretest in September 1972 and the posttest in April 1973, there was an average gain of 2.14 years among children of all reading levels.

implementation requirements

Commitment to the project's replication includes participation in a two-part, four-day training program in the essential elements of the Glassboro Right-to-Read project. Part I is a two-day workshop on "Developing a Plan for the Right-to-Read Program," following which the consumer district conducts a local needs assessment and develops a work plan. Sessions are conducted for the Local Unit Task Force and/or R_2R directors and teaching staff. In order to be eligible for the second part of the training program a consumer district must submit the work plan to the Glassboro project staff. Part II is a two-day workshop on program implementation.

financial requirements

The major cost consideration is training of teachers who will carry out the diagnostic/prescriptive activities that are the heart of the program. Glassboro estimates a need for 20 hours of inservice training in diagnostic and prescriptive functions, as well as classroom management and instructional recordkeeping. After implementation, about one hour per week is needed for inservice training and planning.

services available

An NDN-funded Developer/Demonstrator project.

Visitation program available. Three manuals available at cost: Program Planning Procedure, Program Implementation, and Parent/Community Involvement. Awareness filmstrip also available. Training and follow-up consultation available to educators in other states whose districts agree to replicate the project's essential elements. These commitments are specified in a Producer-Consumer Agreement for states other than New Jersey. Out of state, cost arrangements may be shared between consumer district and project.

contact Rosemary Howell, Project Specialist; Carpenter St. & Bowe Blvd.; Glassboro, NJ 08038. (609) 881-6366.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 74-93   Approved: 9/18/74

PROJECT "GO METRIC": A Supplemental Low-Cost Metric Curriculum

descriptors Audiovisual Aids, Curriculum Guides, Educational Games, Elementary Secondary Education, Inservice Teacher Education, Interdisciplinary Approach, Learning Activities, Mathematics Instruction, Metric System, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 5-8. It has been used in other settings with grades K-4 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A low-cost metric curriculum which supplements existing programs.*

The unique design of "Go Metric" provides interested metropolitan and rural school systems, as well as communities, with a model for incorporating metric education into existing instructional programs at minimal additional cost and with no additional personnel.

This innovative program includes an elementary and secondary curriculum for all pupils in the school population, and identifies a variety of teaching techniques involving the pupils in a variety of "hands-on" activities using metric equipment. Audio, visuals, and games are also utilized to accommodate the special needs of all students. To provide additional in-depth understanding of metrics, the inservice requires teachers to participate in the same metric exercises that are used in the classroom. The curriculum is arranged so that it does not intrude on an already crowded schedule, but enhances metric instruction as teachers integrate it into appropriate instructional areas.

Upon request by school systems implementing the program, trained personnel are available to conduct a 15-hour inservice for school personnel. Content of this inservice includes background in metric measurement, orientation to the curriculum guides, use of metric equipment, and a plan for implementing the program within the regular curriculum.

evidence of effectiveness Effective in increasing students' knowledge and understanding of metrics. Data were collected using a locally developed metric criterion-referenced test and analyzed by a pre/post comparison of experimental and control groups. The experimental design was implemented annually over a three-year period; each group confirmed the project's effectiveness through significantly improved test scores.

implementation requirements The "Go Metric" program is designed to be adapted to any educational setting. Metric kits containing curriculum guides, tests, demonstration equipment, metric items for student "hands-on" experience, games, and puzzles are packaged in classroom sets for 30 students and require no additional facilities. For full use of the metric curriculum units, staff training by the project developer is recommended. The two-day training workshop, for one to 10 participants, may be provided either at the developer or adopter site.

financial requirements Local cost per pupil was $2.23, including the metric kit, teacher training, and 150 pupils per teacher. The metric kit costs $300. Staff training must be arranged.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available on request. Visitors are welcome to the project site by appointment. Project staff can attend out-of-state awareness conferences (expenses must be paid). Implementation consultation and staff training may be conducted at project or adopter site (adopting site must assume all costs).

contact John E. Roller, Director; "Go Metric" Project, or Roger E. Kruse, Director of Federal Programs; Tulsa Public Schools; 3027 S. New Haven; P.O. Box 45208; Tulsa, OK 74145. (918) 743-3381.

Developmental Funding: USOE ESEA Titles III and IV-C. USOE JDRP No. 78-195 Approved: 8/10/78

PROJECT HAWAII BASIC SKILLS REMEDIATION PROJECT [formerly Hawaii Reading Project]

descriptors

Behavior Change, Class Management, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Instruction, Instructional Aids, Mathematics Instruction, Motivation Techniques, Parent Participation, Reading Instruction, Resource Room Programs, Validated Programs

target audience

Approved by JDRP for students, grades 3-6. It has also been used in other settings with grades 1-2 and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.

Students are selected for the Hawaii Basic Skills Remediation Project by their teachers, with the approval of their parents. Parental approval is imperative because parents play a key role in the learning process: they help their children with their work during the evening, give encouragement for especially good work, and sign all homework assignments.

At the Skills Resource Center, each child is given an individualized instruction schedule and works individually or in 5-10 member groups. The teacher offers assistance when needed, checks to see how work is progressing, and spends 10 minutes with each child evaluating his or her work and making the next assignment. Children work with flash cards, language machines, tape recorders, and cassettes, developing skills in spelling, comprehension, and decoding.

The project employs systematic behavioral reinforcement; academic and non-academic accomplishments are reinforced through peer recognition, adult approval, and primary reinforcers linked with a token reward-feedback system. Points and smile stickers are earned for attendance and good work. Small prizes can be obtained by reading books. Membership in special "clubs" is open to pupils who reach specific achievement criteria, and children with a designated amount of earned points are invited to participate in such activities as popcorn parties.

The program has not only been successful in helping students develop reading skills, but it has also helped students who have difficulties with mathematics.

evidence of effectiveness

The program met, surpassed, and almost doubled the objective criterion of 0.1 grade-level gain per month in reading skills. Children more than doubled their baseline learning rates while participating in the project.

implementation requirements

Contact project directly for information.

financial requirements

Cost per pupil varies with personnel costs. A variety of commercially available materials is used in instruction, including Science Research Associates reading tests and Conquests in Reading, as well as various teacher-made response materials.

services available

No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Don Manalili, Assistant Coordinator; Title I, Hawaii District; Dept. of Education; P.O. Box 4160; Hilo, HI 96720. (808) 961-7238 or 935-1656.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-108

Approved: 10/18/74

Compiled Summer 1979

PROJECT HIGHER HORIZONS 100

descriptors

Behavior Change, Cooperative Planning, Counseling, Interdisciplinary Approach, Language Arts, Remedial Reading Programs, Secondary Education, Self Concept, Validated Programs

target audience

Approved by JDRP for ninth grade students with reading retardation problems. It has been used in other settings with seventh, eighth, and tenth grade students with reading retardation problems, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program for students with reading retardation problems, with a coordinated effort in language arts development in all content areas.

The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year, and thereby regain lost ground. Other goals are improvement of speech, mathematics, science, and social studies, as well as helping students adjust to high school behavior patterns, expanding background of experience, and improving self-concept. After completing one year in the program, students are evaluated and may return to the regular school program. Enrollees are within normal range of intelligence and without serious emotional problems but have one to four years of reading retardation. The speech of many is affected by a second language or dialect. Students are counseled frequently by the Higher Horizons counselor and instructors. The counselor-student ratio is one counselor to 100 students. Collaboraation between instructors in the various subjects makes it possible to remedy weaknesses in language arts and other classes.

evidence of effectiveness

Pre/posttesting (September and May) uses Metropolitan Achievement Test (MAT) for grades 7-9 and CTBS for grade 10. A Pupil Self-Rating Scale is also used. Attendance is higher for students in program over regular students, based on a variable school average. Average reading gain for program has been 1.5 years per group. Evaluation is conducted by Central Administration.

implementation requirements

The Higher Horizons concept employs teachers in the core subject areas of reading, English, language arts, math, science, and social studies. This cluster of basic skills developers functions as a school-within-a-school, making its own determinations about grouping, curriculum development, cultural enrichment, and career awareness. Ongoing inservice meetings and summer workshops allow for staff development and interdisciplinary coordination.

financial requirements

Approximately $250 per pupil over and above the cost of students in regular school program.

services available

No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

Alternate contact: Robert Nearine, Title I Director; Hartford Board of Education; 249 High St.; Hartford, CT 06103. (203) 566-6074.

contact

John Di Benedetto, Resource Coordinator; Higher Horizons 100; Hartford Public High School; 55 Forest St.; Hartford, CT 06105. (203) 278-5920.

Developmental Funding: State Aid to Disadvantaged Children USOE JDRP No. 74-26 Approved 4/29/74

PROJECT HIT: High Intensity Tutoring

descriptors Cross Age Teaching, Disadvantaged Youth, Individualized Instruction, Junior High Schools, Mathematics Instruction, Motivation Techniques, Peer Teaching, Reading Instruction, Remedial Instruction, Tutoring, Validated Programs

target audience Approved by JDRP for grades 6-8.

description *An individualized instruction program for sixth-, seventh-, and eighth-grade students identified as deficient in basic grade-level reading and/or mathematics skills.*

HIT centers provide an individualized instruction program designed (in the reading center) to develop vocabulary and comprehension skills and (in math center) to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth-, seventh-, and eighth-grade students identified as deficient in reading and/or mathematics are selected for HIT participation on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques developed primarily from principles of programmed instruction. Tutors from grades 7 and 8 assist sixth-grade tutees in developing grade-level skills and reinforce correct performance. This interaction also helps the tutors upgrade their own skills.

Tutees in the program during sixth grade are given priority selection as tutors in seventh and eighth grade when skill deficiencies in those tutees still exist. This highlights the importance of reciprocity in the teaching-learning relationship, despite the small differences in ability between tutors and tutees. The two basic HIT Center components are the instructional system and the motivational system. The primary features of the instruction program are daily calculation of the percentage of correct responses for each tutee and use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a "bank book" and are redeemable for tangible rewards. Tutors receive points and rewards on the basis of attendance.

(This project has been described in a Project Information Package.)

evidence of effectiveness Evaluation data show that gains in math and reading exceeded expected gains for nonparticipants, and moved participants closer to national norm. Gains ranged from 1.2 to 3.7 months per each month in the program for both tutees and tutors on the Wide Range Achievement Test.

implementation requirements Staffing: each center is staffed by one certified teacher and two paraprofessionals. Two of the most respected teachers already in each school are chosen by the principal and project director. Aides should be high-potential people because they do work similar to that of teachers. Tutors must be two grade-equivalent years ahead of tutees. Facilities/installation: center classroom should be located near students' regular classes. Approximately 10 pairs of student desks are needed. The room should have areas for display materials. Bookcases, material shelves, teacher's desk, and file cabinets are needed.

financial requirements Yearly operating budget for a reading center is approximately $26,000, or $200 per pupil considering tutees only. If tutors are also considered (they benefit from program), per-pupil costs are cut approximately in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil for tutees. Operational costs are approximately 85% personnel-related. Start-up costs are approximately $5,000 per center.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome October through May. Project staff are available to attend out-of-state awareness meetings (expenses are paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact Clarence L. Stone, Acting Director, State and Federal Projects, or Greg Byndbrian, Dissemination Specialist; Highland Park School District; 20 Bartlett; Highland Park, MI 48023. (313) 956-0160.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-9 Approved: 1/8/74

PROJECT

HOSTS: Help One Student To Succeed

descriptors

Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Remedial Reading Programs, Resource Centers, Resource Room Programs, Tutorial Programs, Validated Programs, Volunteers

target audience

Approved by JDRP for students who need remedial reading instruction, grades 2-12. It has been used in other settings with kindergarten and first-grade students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A diagnostic/prescriptive/tutorial approach to basic reading skills.

The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS Cross Referencing Manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

evidence of effectiveness

Program evaluation consists of normative (Gates-MacGinitie, CTBS) and criterion-referenced tests. Student achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-76.) Data from adoption sites indicate student gains averaged over 14 NCE (Normal Curve Equivalency) scores.

implementation requirements

Potential adopting districts are selected on the basis of the following criteria: needs assessment; district's resources (commitment); evaluation plan; willingness to serve as a model for others. Potential adopters will be asked to send key personnel to visit the developer project. Upon completion of the visitation period, those districts that remain interested may apply to become HOSTS sites.

financial requirements

Start-up cost ranges from $30 to $115 per pupil. Continuation cost ranges from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2,000 target pupils.)

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available free. Instructional materials have been correlated to a skill continuum. HOSTS Cross Referencing Manuals, ranging from readiness through junior high, are available at $195 per set. A tutor training manual is $20 per copy. Visitors are welcome. Project staff available for out-of-state awareness conferences (costs to be arranged). The HOSTS Corporation provides five-day training experiences at project or adopter site for certified and non-certified staff (costs to be negotiated).

contact

Bill Gibbons, Executive Director; HOSTS Non-Profit Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661. (206) 694-1705 or 693-1775.

Developmental Funding: USOE ESEA Titles I, II, and III   USOE JDRP No. 75-6   Approved 1/15/75

PROJECT IMPROVEMENT OF BASIC READING SKILLS

descriptors Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Instruction, Learning Disabilities, Learning Laboratories, Parent Participation, Remedial Reading Programs, Resource Room Programs, Self Concept, Validated Programs

target audience Approved by JDRP for pupils in grades 1-8 who are reading below grade level.

description *Reading centers providing an individualized approach to remedial reading for educationally deprived children.*

Reading centers established in participating schools are staffed by a reading teacher and an aide who work with 10-12 children per period every day for the regular school term. Diagnostic tests are administered to determine specific needs of individual children. A "Need Sheet" is prepared for each child, providing a written prescription to help mastering basic reading skills and to reinforce classroom learning. A "Weekly Plan" sheet is maintained for each class, listing plans for each child. Correlation with regular classroom activity is stressed. Teacher's aides and parents are assigned to work with children needing additional help over and above that received in the classroom and reading center. Parent participation, through volunteer work and workshops, is a significant aspect of the project. Individualized attention shows the pupil that he/she is important and can excel in some way, reinforcing the primary goal of the project: to meet individual needs of students and help them achieve their potential.

Materials used include the Hoffman Reading Program supplemented by numerous other commercially available and teacher-made materials.

Students are selected for the program on the basis of scores from standardized tests (below 50th percentile), scores from diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

(This project has been described in a Project Information Package.)

evidence of effectiveness Pre/post Gates-MacGinitie Reading Test scores were submitted to the Joint Dissemination Review Panel in 1973-74. The average gain for students, grades 1-8, was 1.6. Evaluation results since 1973-74 show consistently significant gains. Data available upon request.

implementation requirements At least one well-equipped space per school for a reading center, with one teacher and aide per center. Training sessions are available. Detailed information upon request. A revised Project Information Package is available for examination and for sale to adopters. The PIP materials include orientation materials, management calendar, management directory, teacher's manual, staff development manual, and evaluator's manual.

financial requirements At the original site, per-pupil costs totaled $331.77; this figure includes administrative and instructional personnel, materials and equipment, and continuing inservice training. This figure is a continuing cost based on 467 students. Specific start-up costs are available upon request.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available free of charge upon request. Visitors are welcome by appointment. Training may be conducted at the project site or, when necessary and feasible, at the adopter site. Project staff can attend out-of-state conferences and awareness sessions (costs to be negotiated).

contact Elizabeth Dickson, or Edward M. Dodd; Improvement of Basic Reading Skills; Sylacauga City Schools; P.O. Drawer B; Sylacauga, AL 35150. (205) 245-5345 or 249-0393.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-109 Approved: 10/18/74

Compiled Summer 1979

PROJECT IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

descriptors Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Remedial Reading Programs, Secondary Education, Tutorial Programs, Validated Programs

target audience Approved by JDRP for students, grades 10-12, reading two or more years below grade level with low or failing grades in English classes. It has been used in other settings with grades 7-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A personalized and concentrated reading improvement program for secondary students.*

This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult/student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each student's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records of areas of weakness and patterns of improvement are maintained. The importance of personal interest and positive reinforcement from the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. The project teacher and a team of eight aides supplement the regular teacher's instruction.

evidence of effectiveness Project evaluation was based on successful accomplishment of stated behavioral objectives. Pre- and posttesting used the Gates-MacGinitie Reading Test. Grade equivalent scores were reduced to average monthly gains. Eighty-five percent of participating students (rural low- to middle-income) measured an average monthly gain of 1.1 months or more per month.

implementation requirements All instructional management materials used are commercially available. No particular products or systems are stressed. An eclectic approach is used to prescribe materials as needed.

financial requirements Start-up costs run $200-$225 per student (based on 180 students at 1975 prices). These figures include the cost of hiring one project teacher and eight adult aides, as well as the cost of materials, equipment, and inservice. Per-student yearly costs remain relatively constant allowing for inflationary increases.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-110 Approved: 2/25/75

PROJECT INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

descriptors Adult Education, Elementary Secondary Education, Language Arts, Language Experience Approach, Performance Based Education, Special Education, Validated Programs, Writing

target audience Approved by JDRP for grades 3-6. It has been used in other settings with all ability levels, grades 1, 2, and 7-12, language arts, English content-area classes, college basic skills programs, adult education programs, special education programs, and independent or supplementary programs in written composition, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.*

At least three times a year, the teacher evaluates writing samples composed on self-selected topics by each student. Utilizing criteria common to nearly all language arts programs, he/she then is able to assign priorities to the needs of the class as a whole, of groups of students, and of individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A recordkeeping system permits students, teachers, administrators, and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with pre-existing language arts curricula and objectives.

evidence of effectiveness Since 1970-71, evaluations at D/D site, five consumer districts (urban, suburban, rural) in New Jersey, and one district (suburban) in New York have shown superior gains for project students (grades 1-7) in vocabulary, organization, grammatical correctness, spelling, punctuation, and sentence structure. Data are available.

implementation requirements District must make a definite commitment to improving basic writing skills of all students. District must send initial cadre of teachers/administrators to New Jersey (or elsewhere by arrangement) for two-day training and purchase copies of Teacher's Resource Manual and Management Manual (for administrators). District must assume responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. District must report twice yearly to project (directly or through State Facilitator) on extent and quality of implementation.

financial requirements District must assume (or share with State Facilitator or NDN) the costs of releasing teachers and administrators for training workshops. District must assume (or share with State Facilitator or NDN) per diem, travel, and lodging costs for project staff if training or awareness presentation is given outside of New Jersey. District must purchase Teacher's Resource Manuals ($10 per copy) and Management Manuals (estimated $2 per copy).

services available An NDN-funded Developer/Demonstrator project.

Awareness presentations in New Jersey (elsewhere by arrangement). Awareness filmstrip, $15; prospectus, $1; brochures, free. Visitors welcome by appointment October through May. Two-day training in New Jersey (elsewhere by arrangement). Follow-up consultations on-site in New Jersey (elsewhere by appointment) during first three years; consultative assistance thereafter regarding extensions of program within district. Prototype evaluation designs and monitoring for evaluation of student writing performance.

contact Jeanette Alder, Project Director; Woodrow Wilson School; Hauxhurst Ave.; Weehawken, NJ 07087. (201) 865-1506.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-55 Approved: 5/23/74

PROJECT

PROJECT INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

descriptors

Decoding (Reading), Handwriting, Individualized Instruction, Kindergarten, Low Achievers, Primary Education, Reading Instruction, Spelling Instruction, Teaching Methods, Validated Programs, Word Study Skills

target audience

Approved by JDRP for grades K-3 and low achievers in grade 4.

description

A word-attack and spelling system, accompanied by direct teaching methods, for kindergarten through third-grade students.

Project INSTRUCT correlates reading, spelling, handwriting, and composition programs to make instruction more efficient and more effective. Learning tasks are simplified for students, instruction in each area reinforces instruction in the others, and the teacher makes more efficient use of time so that effective instruction occurs in all language skills areas. Learning tasks are divided into discrete units for ease in student mastery and teacher monitoring of individual student progress. INSTRUCT tailors its program to needs of local adopters by offering a variety of program options. INSTRUCT options can be adopted in any combination. Options include:

Correlating Language Skills -- Spelling, Handwriting, Composition: All language skills instruction is based on the sequence of skills provided by the adopter's basal reading series. The program features: teaching students to spell high-frequency vocabulary words as they are introduced in the reading program; teaching students to spell phonetically regular words based on the high-utility phonic generalizations as they are introduced in the reading program; and providing materials to reinforce reading and spelling skills.

Word-Attack System: INSTRUCT offers a system for monitoring decoding skills that extends from readiness to advanced levels. The elements of the word-attack system are: skills array, pre and post criterion-referenced tests, recordkeeping devices, and instructional supports (games, take-homes, parent-volunteer program, coded commercial materials).

Direct Teaching Techniques: INSTRUCT trains teachers to succeed with the "hard to teach" through direct, multisensory instruction which provides multiple practices, immediate error correction, and positive feedback. Teachers master a concise method of teaching vocabulary words to mastery, using sight, phonic, word structure, and contextual methods. They learn classroom management skills to increase efficiency in planning and delivering instruction. They learn to use the limited time available in a way which provides sufficient practices so that even students who have difficulty will master the skills.

evidence of effectiveness

Evaluation of student performance, as measured by Metropolitan Achievement Tests subtests (1973), showed that students in Project INSTRUCT schools scored significantly higher in reading (raw score subtest differential of 1.46 between INSTRUCT group and control group) and in word knowledge (raw score subtest differential 1.60 between INSTRUCT group and control group) than controls. Progress of students in lower range of scores was even more significant than the overall group.

implementation requirements

Adopters must complete a Local Adoption Plan and provide necessary student materials. Administrators, teachers, and aides involved in implementation must attend INSTRUCT training sessions at adopter site. Correlation of Language Skills requires two days of training, Word Attack, two days, and Direct Teaching Techniques, 40 hours, best divided into two or three sessions. Each basal reader series requires its own set of materials. Materials for most of the popular basals are now available at cost from INSTRUCT, or schools may develop their own. Reporting evaluation results is now required by USOE in its contract with INSTRUCT.

financial requirements

Cost of adoption varies with option(s) selected and the method of paying for teacher time during training. Materials for Correlating Language Skills and Direct Teaching Techniques cost less than $2 per student. Start-up and maintenance for Word Attack cost approximately $2 per student. INSTRUCT trainer costs ($150 per day plus expenses) must be met by adopters.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Awareness and orientation sessions are available on request. Training is usually conducted at adopter site. Three colleges now offer three semester hours of credit for participation in training; similar arrangements can be made with others. INSTRUCT can assist in administering, processing, and interpreting results of evaluation studies.

contact

Carl Spencer; Program Services Associates; 2011 S. 10th St.; Lincoln, NE 68502. (402) 475-2758.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-37 Approved: 5/14/75

PROJECT IRIT: Intensive Reading Instructional Teams

descriptors

Decoding (Reading), Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Reading, Instructional Materials, Reading Comprehension, Remedial Reading Programs, Team Teaching, Validated Programs

target audience

Approved by JDRP for pupils in grades 3-4 who are deficient in the basic skills of reading and language. The program has been used in other settings with grades 1, 2, and 5-8, and as a summer program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A laboratory project for third- and fourth-grade students with difficulty in reading.

IRIT features a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are high-intensity and team teaching directed toward reading disabilities. Forty-five students per team of teachers are selected for each of the three 10-week cycles. The teachers have classes of approximately 15 pupils and all pupils see each teacher daily. The program design includes three areas of concentration: encoding-decoding, individualized reading, and vocabulary and comprehension. Students move from one area to the next at approximately one-hour intervals and spend the entire morning in the three language arts areas. Pupils return to their sending teachers in the afternoon for instruction in other basic subjects. A balanced approach to reading is provided through the three areas of instruction. The individualized reading area of the instructional design provides a wide variety of reading materials and offers assignments that enrich the student's background, promote written and oral language skills, and instill pleasure in reading. The vocabulary and comprehension area puts emphasis on the various sub-skills of comprehension (meaningful experiences are provided in order to promote concept development). Encoding-decoding, the core subject, uses an individualized approach to assist the student in his/her ability to attack new words and get meaning from them. The specific skills-needs in phonics are taught to develop independent methods of word analysis. The three areas are coordinated, and reinforce and supplement one another, providing a balanced reading program.

The IRIT teachers work with students for the entire morning. They spend the afternoon preparing the individualized lessons, discussing the skills of the 45 students, coordinating the lessons for them, and updating their individual records; developing new instructional materials based on student needs; meeting with teachers and parents from the sending schools; participating in professional development and training sessions; and providing inservice training for other classroom teachers. This program design requires teachers highly skilled in reading instruction. In addition, each IRIT Center has a team leader who is a certified reading specialist.

(This project has been described in a Project Information Package.)

evidence of effectiveness

Tests used for evaluation include the California Achievement Test (pre- and posttest) and the Botel Phonics Inventory. These tests are administered at the beginning and end of each cycle. Mean total reading scores for 1973-74 were raised from 2.5 to 3.2, a gain of 7 months in 10 weeks. Mean total reading scores for 1974-75 were raised from 2.6 to 3.7, a gain of one year and one month in 10 weeks.

implementation requirements

One reading specialist (the team leader) and two other teachers who have strengths in the teaching of reading. One IRIT Center requires three classrooms and office space for a part-time secretary and a part-time project director. Staff need training in diagnosis and evaluation of test results. A school system may want to begin with a single center, but a project director can easily supervise an additional center.

financial requirements

Budget for one IRIT team (1978-79) is $63,457, serving 135 pupils for one year (approximately $470 per pupil). Start-up costs average an additional $25-$50 per pupil, depending on equipment ordered.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted on-site or out of state. Project staff are available to assist with training at adopter site.

contact

Anna Cimochowski, Dissemination Project Director; 42 Charter Oak Ave.; Hartford, CT 06106. (203) 566-6627. Donald Carso, Coordinator of Reading and Communication Arts; 249 High St.; Hartford, CT 06103. (203) 566-6527.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-11   Approved 2/20/74

PROJECT LEARNING TO READ BY READING

descriptors Disadvantaged Youth, Elementary Secondary Education, Individualized Instruction, Instructional Aids, Phonics, Reading Material, Remedial Reading Programs, Sequential Reading Programs, Validated Programs

target audience Approved by JDRP for students from upper-elementary through adult levels with potential for reading and/or reading improvement.

description *A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials, especially useful in alternative schools.*

A multimedia system for teaching reading especially applicable to students reading below 3.0 Grade Placement Level (GPL), including non-readers, and effective through 6.0 GPL. Reading With Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips), to be used either in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended.) Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics, and furnishes an opportunity for assessment of reading progress. Read-along materials (24 half-hour short-story segments and nine one-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher training program.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness On Gates-MacGinitie, best project group made gain of 2.2 years in 12 weeks' time (one half day school). Some students at 4.0 made four or five grades' gain using "read-alongs" exclusively.

implementation requirements Adopting schools should plan for at least one long day or two short days of training. Aides of some sort should be provided. Normal classroom facilities are sufficient, but listening stations equipped with cassette recorders and head sets must be available for read-along phase. Adopters may use only Reading With Symbols, only read-alongs, or both. Program is applicable to remedial groups within a conventional classroom or to specially equipped remedial classes. Single-student tutoring is a viable possibility.

financial requirements Beginning set of eight Reading With Symbols (R/W/S) readers and teacher's manual free. Set of eight supplementary R/W/S readers (400 pages), $80; set of two uncued readers (400 pages), $20; flashcards, $5; set of 34 rubber symbols stamps, $50; read-along radio plays on cassette with script (16 available), $10 each; read-along short stories on cassette with script (22 available), $7.50 each; six longer tapes, $10 each. Full program based upon 20 students, $900.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Personnel are available for awareness and training sessions (expenses to be negotiated). On-site visitations (by appointment) and/or training at the project site are available.

contact Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 497; Jamestown, CA 95327. (209) 984-5741.

Developmental Funding: USOE ESEA Title III

175

USOE JDRP No. 74-37 Approved: 4/29/74

PROJECT LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER

descriptors Basic Skills, Cognitive Objectives, Curriculum, Disadvantaged Youth, Discovery Learning, Economically Disadvantaged, Independent Study, Parent Participation, Primary Education, Student Projects, Team Teaching, Validated Programs

target audience Approved by JDRP for school administrators, teacher trainers, paraprofessionals, and teachers of grades K-3. Intended beneficiaries are children and their parents.

description *A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.*

The LeFlore County Follow Through program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan.

Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety.

Recognizing that parental commitment to children's education is a major factor in a child's school success, the LeFlore County Follow Through project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and use school facilities for group meetings and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals, and at the same time have extended their formal school training.

Data from teacher and parent interviews, implementation studies, and child-outcome measures suggest that the framework can be successful in many teaching situations.

evidence of effectiveness In spring 1975, second and third graders in the program scored significantly higher ($p < .05$) than similar non-program children on both an academic achievement test (California Achievement Test) and on measures designed by High/Scope Foundation to assess the effectiveness of children's writing (Productive Language Assessment Tasks). Data collected in spring 1976 and 1977 revealed the same pattern.

implementation requirements High/Scope Foundation's experience in a large number of settings, both in the U.S. and abroad, indicates that the program can be successfully implemented provided the following conditions are met: voluntary participation of teachers in the program; low staff turnover; active program support from building and district administrators; presence of a full-time staff trainer/curriculum superior; provision for adequate staff training; and a paraprofessional aide for each classroom.

financial requirements The cost of replicating the program, including staff training, periodic consultant visits, paraprofessional aides, and supplemental classroom supplies, is approximately $100 per child per year for a two-year implementation period.

services available A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment. Resource Center staff may be able to attend out-of-state conferences (costs to be negotiated). More complete training and implementation services are available from High/Scope Educational Research Foundation, 600 N. River, Ypsilanti, MI 48197. (313) 485-2000.

contact Amanda Elzy, or John C. Thach; Educational Service Building; Hi-way 82 West; Greenwood, MS 38930. (601) 453-4819 or 455-4107.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-123 Approved: 8/18/77

Compiled Summer 1979

PROJECT MARC: Multisensory Approach to Reading and Reading Readiness Curriculum

descriptors Diagnostic Tests, Economically Disadvantaged, Elementary Education, Inservice Education, Institutional Media, Kindergarten, Learning Disabilities, Readiness, Reading Instruction, Remedial Reading, Rural Areas, Sensory Integration, Special Education, Validated Programs

target audience Approved by JDRP as a K-1 reading program for students from low-income families in rural areas, and as an inservice program for teachers and administrators. MARC also serves grade 2 students, remedial readers, learning-disabled students, special education students, and students in urban settings, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.*

Project MARC trains teachers to use a systematic approach in teaching reading. It combines instructional materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Project-developed materials are described below.

Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called The Linkages, which integrates auditory, visual, and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, alphabet sound pack, readiness skill sheets and poetry book, language master alphabet cards, and alphabet drill pack.

First-grade materials emphasize linguistic word families, decoding and word attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex, so that once children complete the series they are able to transition easily into commercial basal reading materials. Reading materials include storybooks, reinforcement exercises, tapes and worksheets, diagnostic instruments, and 16 readers, workbooks, and manuals.

The training program has been compiled into a guide with cassette tapes. The guide covers materials, philosophy, multisensory techniques, teaching reading, diagnosis, classroom games, learning centers, and conducting a training session. A checklist of essential program elements is available for teacher self-evaluation and/or principal observation.

evidence of effectiveness Scores from Stanford Achievement Tests indicated that readiness and reading subtest scores of project students were significantly higher (greater than .01 level) than for non-project students. Project mean scores were above the national norms, whereas prior to program implementation mean scores were below the 20th percentile. Scores were collected over a two-year period.

implementation requirements Any teacher can implement the program in a classroom or remedial lab. If the program is used as a total school or district program, a principal or coordinator should receive training, then train the school staff. Training takes one to three days, depending on the extent of the adoption. Training is conducted at the project site and at adopter sites. The project produces a guide that can be used for self-instruction.

financial requirements Required start-up materials for class of 25: K, $171.76; 1, $419.76; 2, $442.83; optional materials: K, $19.41; 1, $21; 2, $78.54. Maintenance costs vary depending on whether materials are consumable or nonconsumable (K, $12/$90; 1, $50/$250; 2, $50/$300). Training, $10 per teacher. Principal or coordinator, $20 plus travel to developer site and per diem.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

contact Annie Ruth Perryman, Director; Project MARC; P.O. Box 98; Crawfordville, FL 32327. (904) 926-7909.

Developmental Funding: USOE ESEA Title IV-C USOE JDRP No. 79-7 Approved: 3/16/79

Compiled Summer 1979

PROJECT MATH LABORATORIES FOR DISADVANTAGED STUDENTS

descriptors Basic Skills, Consultants, Concept Formation, Individualized Instruction, Instructional Aids, Intermediate Grades, Junior High Schools, Learning Activities, Learning Laboratories, Low Achievers, Mathematics Instruction, Validated Programs

target audience Approved by JDRP for students, grades 5-8, scoring below the 40th percentile on the math subtest of the Stanford Achievement Test. Special students were excluded.

description *A laboratory approach to teaching basic mathematical skills to underachievers.*

Two mathematics laboratories were established in the project. Each laboratory teacher had five classes of 25 students each. The students were participants in the regular curriculum. Each teacher was assisted by one aide. The laboratories were regular classrooms that had been painted attractively and equipped with a calculator, a cassette tape recorder, commercial mathematics kits, and tables and chairs. Each student spent one hour per day, five days per week, in the math lab. The curriculum was designed for individualized study. The lab utilized five techniques: math lab activities, games and puzzles, drill and practice, individual instruction, and small-group instruction. Each student had a specific schedule that he/she followed.

The laboratories employed the following ten-point methodology: Each student progresses at his/her own rate. There is always a variety of activities available in each laboratory. Many suitable materials are purchased and developed and are readily available for student use. Much individual attention is given to each student. Math concepts are developed by manipulation of objects. The math lab activities are success-oriented and failure is kept to a minimum. Teachers study the habits of students in order to properly motivate them. Planning time is provided for the teacher and aide; it is considered vital. Inservice training plays a vital role. The project consultant works in the classroom with teachers and aides.

evidence of effectiveness Based on Stanford Achievement Test data, students in grades 7-8 gained a mean 1.31 years, exceeding the expected gain by more than five months. For pupils in grades 5-6, the mean achievement was 1.88 years, exceeding the goal by more than one year. Gains in attendance were also statistically significant. The achievement data of the treatment group were statistically compared to the achievement data of a control group.

implementation requirements Two weeks of preservice training and curriculum-materials development prior to the beginning of the school year are required. Monthly inservice activities are necessary for purposes of coordination and development and revision of the instructional materials and math games. One teacher and one aide are required for every 125 students; they teach five classes of 25 students. Two days of training are required -- one in addition to the Awareness Conference. Each teacher needs one set of materials at $10 per set.

financial requirements The start-up cost is approximately $50 per pupil, based on 250 participants. This includes all equipment and supplies and inservice expenses. Continuation cost is approximately $10 per pupil. This includes inservice expenses, replacement of consumable supplies, and the purchase of new items as needed. Salaries of teacher's aides are not included in the computation of these figures.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact David Johnson, Assistant Superintendent; Anderson County School District Two; Route 2; Honea Path, SC 29654. (803) 369-7364.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 76-88 Approved: 7/13/76

Compiled Summer 1979

PROJECT MATTESON FOUR-DIMENSIONAL READING PROGRAM

descriptors Basic Reading, Behavioral Objectives, Criterion Referenced Tests, Elementary Education, Individualized Instruction, Literature, Performance Based Education, Reading Instruction, Reading Interests, Reading Skills, Sequential Reading Programs, Skill Development, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 4-8.

description *A multitext, individualized, comprehensive reading skills-developmental reading program for grades 4-8.*

The program's goal is that students reach a level in the reading-skills sequence commensurate with their reading expectancy level. The four dimensions are: developing basic skills that students need in order to read critically, purposefully, and appreciatively; teaching students to use reading as a tool for learning; fostering an appreciation of literature; and developing permanent interests in reading for enjoyment. Students progress through a series of individualized learning packages covering 108 behavioral objectives, omitting the skills they have already mastered. Activities noted in the learning packages direct the student to selections in various reading texts appropriate to his/her independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's Taxonomy. Criterion-referenced tests provide teacher and student with specific knowledge of skills the student has learned, as well as the skills appropriate for instruction. Criterion-referenced tests consist of: placement test, pretest, posttests, and sub-skills tests for all 108 objectives. A management system, consisting of class record sheets and individual pupil-progress charts, shows the student's growth in reading.

This skills-development portion of the program is expected to take from 40-60% of the total reading time. The remainder of the time is devoted to application of skills through a variety of reading-language activities to provide a well-integrated reading program.

Adopters are trained in the use of cloze procedure, readability formulas, application of behavioral objectives, writing learning packages, diagnosis and placement of students, and program operation.

(The Matteson Program is intended to be a basic skills-development reading program. It is not a supplement to a basal reader series.)

evidence of effectiveness After three years in the program, 80% of the project group met or exceeded their reading expectancy level (as determined by a modification of the Bond-Tinker formula), while only 41% in the control group met this criterion. The program group exceeded the control group by .63 on the Stanford Reading Achievement Test. Attitude toward reading was significantly higher in the program group, based on project-developed test.

implementation requirements Most likely adoption is a building unit, but program can be implemented in single classroom. No additional staffing is required. One or two staff from adopter district can be trained in two days; they, in turn, will train teachers of adopter. Project-developed set of Learning Cards and Mastery Tests are required materials along with one to three copies each of approximately 60 basal readers. These materials will accommodate a minimum of one classroom or a maximum of eight, depending on school organization. A small shelving unit for the texts and file containers for learning cards and tests are needed.

financial requirements A set of project-developed and commercial reading texts costs no more than $650, and will accommodate up to 150 students, depending upon school organization. Annual maintenance is minimal, requiring only replacement of worn books. Project materials alone cost: $35 for set of Learning Packages, $15 for set of Mastery Tests, and $3 for Guide. One set of record sheets, placement test, and other materials for duplication are provided free with purchase of these materials.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Awareness and training sessions are available on- or off-site by arrangement. Materials are for sale through project.

contact Allan Dornseif, or Martha Carr; Matteson School District 162; 21244 Illinois St.; Matteson, IL 60443. (312) 748-0100.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 77-109 Approved 2/25/77

PROJECT METRICS MADE EASY

descriptors

Curriculum, Elementary Secondary Education, Inservice Teacher Education, Interdisciplinary Approach, Learning Activities, Metric System, Validated Programs

target audience

Approved by JDRP for grades 1-8.

description

A systematic hands-on approach to metrication that includes field-tested techniques, activities, an assessment system, and staff development materials.

Metrics Made Easy has developed effective strategies and materials for instruction in the International System of Units (SI Metric Measurement System) at the elementary school level. The program encompasses the curricular areas of mathematics, science, social science, and consumer education, and provides inservice education for teachers and parents. Metrics Made Easy improves student skills in: measuring accurately in metric units; defining metric terms used in common measurement problems; and solving problems presented in metric format. The measurement curriculum includes three broad goals, 26 objectives, and more than 100 suggested activities. To provide an instructional program accomplishing these goals and objectives, the program developed and packaged three components. The first is formal preservice/inservice for teachers. The second component is a metric instructional model structured by level (K-3, 4-6, 6-8), which includes a Teacher Resource Guide containing suggested activities and instructional sequences, materials for "hands-on" practical measurement experiences (rulers, tape measures, scales, beakers), and an assessment program diagnosing conceptual knowledge of essential metric measurement. The third component consists of classroom assistance in the implementation year from a trained metric paraprofessional. The Teacher Resource Guide includes a special 12-lesson training course for paraprofessionals and/or teacher trainers. Classroom instruction consists of 25-30 weekly 40-minute sessions. Each session includes "hands-on" measuring activities and individual student follow-up worksheets. Other instructional activities (demonstrations and audio-visual materials) are included as needed. A unique project-developed system couples student and teacher inservice and awareness. Following a half-day participation workshop designed to allay teacher fears of "metrification by crisis," teachers return to their classrooms where specially trained metric paraprofessionals disseminate information and conduct demonstration lessons. Utilizing the trained expert concept, teachers are able to learn along with their students, and materials are left as is for further teacher use. All teachers receive inservice training unless they can demonstrate mastery of the metric measurement objectives on a written test. Community workshops in metric awareness and computation have been conducted at adopting sites.

evidence of effectiveness

Compared to a group that received metric training only as it may have occurred in upper-grade science or math classes, Metrics Made Easy students showed significant growth in ability to conceptualize and manipulate metric measurement.

implementation requirements

One teacher is designated teacher-director to plan and monitor implementation. Every classroom must be provided with one hour of paraprofessional aide time per week. Project-developed materials and two-day inservice training for paraprofessional and teacher director provided by D/D are required.

financial requirements

Estimated on a 600-student school: salary of trained paraprofessional (during implementation year only), $4,000; stipend of teacher-director, $400; training for teacher-director and paraprofessional, $350; project-developed Teacher Resource Guide (one per teacher), $275; metric tools for measurement activities, $600; consumables, $50. Per-pupil cost: approximately $9.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in home state by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (cost to be negotiated).

contact Dan Moss, Project Director; Metrics Made Easy; Ocean View School District; 16940 B St.; Huntington Beach, CA 92647. (714) 847-2551.

Developmental Funding: USOE ESEA Title IV-C and Metric Education Program

USOE JDRP No. 79-31 Approved: 7/11/79

Compiled Summer 1979

PROJECT

MODEL CLASSROOMS: Classroom Management

descriptors

Basic Skills, Bilingual Education, Class Management, Disadvantaged Youth, Elementary Education, Individualized Instruction, Mathematics Instruction, Reading Instruction, State Legislation, Validated Programs

target audience

Approved by JDRP for all students, grades 1-6, all ability levels.

description

A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A five-day teacher training workshop is conducted at the adopter site. In the workshop, teachers select and organize their placement tests, cross-reference their materials, design class profile sheets, develop a teacher/student conference system, determine essential elements of their classroom discipline system, and establish their student-managed classroom organizational plan.

Implementation of Model Classrooms puts school districts in compliance with the Washington State Learning Objectives Law. This law requires the identification of reading, math, and language arts students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

evidence of effectiveness

Standardized achievement tests are used to measure gains. Evaluation results indicate that the mean Normal Curve Equivalency (NCE) gains in math and reading are significant (.01), ranging from 5.0 to 14.3 NCEs. These gains were made with predominantly Mexican-American and Native American student populations. There is also demonstrated improvement (.01) in attitude toward school among students with previously negative attitudes.

implementation requirements

Model Classrooms is implemented in existing regular classrooms with 30 students or less. All materials are commercially available. No special materials or equipment are required. A five-day teacher training workshop is conducted at the adopter site. One aide is required for each teacher during the workshop; aides should remain for 50 half-days to help with project start-up activities.

financial requirements

Approximately $200 for materials and supplies per classroom. Teacher and teacher's aide training workshop stipends. Developer/Demonstrator fees and expenses.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. Visitors are welcome by appointment with the project director or cooperating elementary school principal. Project staff are available to attend out-of-state conferences (costs to be arranged). Training is conducted at adopter site. An in-depth project description is available upon request.

contact

Sherry Avena, MODEL CLASSROOMS; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.

Developmental Funding: Educational Regional Research Program USOE JDRP No. 78-170 Approved: 3/27/78

Compiled Summer 1979

PROJECT NEW ADVENTURE: Success Strategies for Reading and Language

descriptors Class Management, Diagnostic Teaching, Discipline, Elementary Education, Gifted, Individualized Instruction, Inservice Teacher Education, Interdisciplinary Approach, Language Arts, Psycholinguistics, Reading Instruction, Remedial Instruction, Staff Improvement, Validated Programs

target audience Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. It has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *Comprehensive early childhood language arts and classroom discipline.*

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such clinical approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: ongoing teacher diagnosis of reading, language, and thinking skills; special remediation of severe language deficits; efficient classroom organization and management; large-group, small-group, and individual study; attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, and critical thinking skills; a wholesome yet stimulating learning environment; and effective discipline.

This program combines individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may be for the total curriculum project or for any one of three program components: Psycholinguistics, Oral Language, and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers and all training materials, including instructional modules for each professional staff member and an implementation/management kit. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days required for these workshops depends on the number of components chosen.

evidence of effectiveness Developmental research with approximately 1,000 K-3 pupils showed significant gains in reading (measured by Gilmore Oral Reading Test and Comprehensive Test of Basic Skills [CTBS]), psycholinguistics (Illinois Test of Psycholinguistic Abilities), mental age (Peabody Picture Vocabulary Test, CTBS), I.Q. measures (Wechsler Intelligence Scale for Children), and attitudes toward school.

implementation requirements Component adoptions: participation in two- or three-day workshop at adopter's local site (or a central location). Total curriculum adoption: participation of a local trainer/coordinator in a five-day training seminar at D/D site or a three- to five-day total curriculum workshop at adopter site.

financial requirements Initial training provided free. Materials charge: $15 per component per teacher (actual cost). Travel and per diem required for training workshop personnel, or for local person to travel to D/D site. Start-up costs for student materials, $0-$10 per child, depending on what is already available at adopter site.

services available An NDN-funded Developer/Demonstrator project.

A variety of awareness materials is available. Project staff are available for awareness conferences (costs to be arranged). Visitors are welcome by appointment. Training sessions are conducted at adopter or D/D site. Technical assistance after initial training is available.

contact June Johnson, Director; New Adventure; W. T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 877-8595.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-71 Approved: 5/23/74

Compiled Summer 1979

PROJECT THE NEW JERSEY WRITING PROJECT

descriptors Inservice Teacher Education, Language Arts, Program Evaluation, Secondary Education, Staff Improvement, Validated Programs, Writing

target audience Approved by JDRP for teachers and students, grades 7-12, all ability levels.

description

A teacher-training program that improves student writing.

The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching teachers accomplish efficient curriculum change; theory about and assessment of writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Teachers do not have to edit each student's paper because students do that for themselves and for others. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

evidence of effectiveness Writing samples obtained in October and May from 1,400 students in eight treatment districts and seven control districts representing urban, suburban, and rural New Jersey were scored using a holistic method developed by Educational Testing Service. Regression analysis, adjusting posttest scores for pretest scores, indicating that the difference between treatment and control groups was highly significant ($p \leq .001$), amounting to 45.5% of the standard deviation of the posttest distribution.

implementation requirements The program should be adopted by a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

financial requirements Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, $1,500; travel and residency for the trainer, if required, $1000; payment or credits for participating teachers as per local option; paper and supplies, $300.

services available An NDN-funded Developer/Demonstator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is limited to groups of 10 adopting districts from the same geographical area. Project funding allows three groups to be trained at no cost. Project can provide trainers at cost to other groups.

contact Linda Waitkus, Project Director; South Brunswick Public Schools; Monmouth, NJ 08852. (201) 329-4044.

Developmental Funding: National Endowment for the Humanities USOE JDRP No. 79-19 Approved 5/23/79

PROJECT PEGASUS: Personalized Educational Growth and Achievement with Selective Utilization of Staff

adoption site of

PEGASUS-PACE: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education; Tuscaloosa, Alabama

descriptors

Behavioral Objectives, Diagnostic Teaching, Diagnostic Tests, Elementary Secondary Education, Individualized Instruction, Instructional Materials, Motivation Techniques, Reading Instruction, Validated Programs

target audience

Approved by JDRP for grades 2-9. This program has been used in other settings with grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A management program in reading personalized to meet students' needs.

The PEGASUS curriculum structure consists of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels at all ability levels in grades K-8. Students in grades 9-12 use PEGASUS as a specialized program.

After diagnosis, students are grouped and sub-grouped according to established needs. A chart is used to track each student's progress.

A resource file of learning materials for fast, average, and slower achieving students is coded to the PEGASUS objectives. Additional learning activities are developed, coded, and shared by PEGASUS adopters in inservice sessions.

Instruction is personalized, motivation techniques are emphasized, and a variety of approaches to teach reading skills is used. No single teaching approach is either recommended or required. Teachers continue to use any methods they have found successful. PEGASUS utilizes materials found in adopter's classrooms.

The program is offered for diagnosing student needs, selecting appropriate materials to meet those needs, and assessing student gains. PEGASUS aids classroom teachers in organizing instruction for reading and other subject areas.

evidence of effectiveness

Gates-MacGinitie Reading Tests were given in October and May 1976-77 and 1977-78 to a random group of students, grades 2-9, in PEGASUS schools and control schools. Students were selected from several districts, rural and urban, that had similar socioeconomic characteristics. At all grades, students in PEGASUS schools showed greater gain than those in control schools.

implementation requirements

The program may be implemented by classroom teachers as well as by special reading teachers. Two days of inservice training and personalized follow-up are offered to each adopting school. Although some specialized support is needed, such help can be provided by curriculum-oriented principals, supervisors, or key teachers already employed. No additional staffing is necessary. No special equipment is needed. PEGASUS can be adapted to any organizational arrangement of classes. PEGASUS may be adopted by one teacher, a group of teachers, or all teachers in a building or school district. Teachers should be involved in the decision to adopt.

financial requirements

PEGASUS Master Volume (Teachers' Guide and Key; Objectives and Skills Check Sheets; Diagnostic Instruments R-16; Separate Answer Sheets for Diagnostic Instruments 9-16), $40. Reproduction costs, 50¢-$1 per student per year. Inservice Packets, $17. Resource file folders and labels, $33. Optional start-up materials for resource file, $40. A wide variety of commercially available materials already found in most classrooms is used.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Project staff can attend out-of-state awareness meetings (costs to be arranged). Two days of inservice training and personalized follow-up are available at demonstration or adopter site (costs to be arranged).

contact

Cheryl Hendress, Project Coordinator; Bureau County Educational Service Region; Courthouse; Princeton, IL 61356. (815) 875-1529 or 872-4181.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 1 Approved: 1/9/79

PROJECT PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education

descriptors

Continuous Progress Plan, Curriculum, Diagnostic Teaching, Educational Objectives, Elementary Education, Junior High Schools, Performance Based Education, Reading Instruction, Sequential Reading Programs, Validated Programs

target audience

Approved by JDRP for students in grades K-6.

description

A locally developed, personalized approach to continuous progress in reading -- a comprehensive development system.

Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Program is compatible with any organizational staff arrangement, such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

This project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP, January 9, 1979 (JDRP No. 1).

evidence of effectiveness

In addition to meeting the core criteria for pre/post summative evaluation, assessed through a comprehensive evaluation design, the project met a large number of non-linear-based objectives. Before project was developed, achievement scores of students at primary target school had shown a steady trend of regression. At end of third developmental year, more than 75% of students who had entered program as first graders scored at or above median of national norms on the appropriate level of the Gates-MacGinitie Reading Tests.

implementation requirements

The program is implemented by classroom teachers, rather than by special reading teachers. Some training is necessary both prior to and during implementation. A two and a half day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available that contains: Objectives and Skills Check Sheet, Teacher's Guide and Key, Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

financial requirements

The Master Volume costs $40; reproduction costs have proved to be extremely low (between 40¢ and 80¢ per student per year). Cost of locally purchased file folders for Resource File, approximately $45. Cost of locally purchased file folders for student records varies with number of students.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Demonstrations, visitations, training workshops, and workshops for trainers of adopters are scheduled periodically in PEGASUS-PACE schools in Tuscaloosa. Project staff are available to attend out-of-state awareness conferences. Training is also available for potential out-of-state adopters at the adopter's site or at a Developer/Demonstrator-approved alternative workshop site. Follow-up technical assistance is also available (expenses must be paid).

contact Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 21st Street East; Tuscaloosa, AL 35405. (205) 758-2323.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 1 Approved 4/16/73

PROJECT PERSONALIZED INSTRUCTION: A Classroom Team Approach

descriptors Compensatory Education, Creative Writing, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Language Arts, Learning Activities, Mainstreaming, Reading Instruction, Recreational Reading, Remedial Instruction, Resource Room Programs, Team Teaching, Validated Programs

target audience Approved by JDRP for pupils in grades 1-5 scoring in lowest quartile in reading achievement. This program has been used in other settings with grades 6-7, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A classroom team approach to improving language arts skills.*

The Personalized Instruction: A Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading.

Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Title I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils; during the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications.) In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

The program presently serves 754 pupils in eight elementary schools, grades 1-7. The Title I staff (27.00 fte) consists of 11 language arts specialists, 11 teacher's aides, one part-time substitute teacher, one part-time parent-contact aide, one library aide, one secretary, and one coordinator.

evidence of effectiveness The Metropolitan Reading Achievement Tests, administered to all students in grades 1-6 in September 1977-78 and May 1977, show that 90% of all participating students made one month's gain for every month of instruction.

implementation requirements The average staff requirement for each school is one language arts teacher and one instructional aide. Staff training in setting up and organizing the model is recommended. The program is conducted in the regular classroom; no special facilities are required. Since cross-age teaching takes place, a unit of two grade levels is the smallest that can be implemented.

financial requirements Per-pupil cost for the total program in 1979-80 is $423. A basic program requires salaries for one teacher and one instructional aide. Additional materials and equipment may be employed to reinforce or enhance the basic program.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact Sally Jo Case, Coordinator, or Eleanor Pennington, Developer; 4476 W. 68th Ave.; Westminster, CO 80030. (303) 428-3511.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-122 Approved: 12/16/74

PROJECT

PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC) [formerly Behavior Analysis Resource Center (BARC) (Pratt-Arnold School, Philadelphia, PA)]

descriptors

Basic Skills, Behavior Change, Contingency Management, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Motivation Techniques, Performance Based Education, Primary Education, Validated Programs

target audience

Approved by JDRP for K-3.

description

A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program.

The Philadelphia Behavior Analysis program uses an extensive array of monitoring and criterion-referenced materials in preparing teachers to become certified in the program, e.g.: The Behavior Analysis Classroom; Tokens for the Behavior Analysis Classroom: A Teaching Guide; Behavioral Analysis Certification: Observation and Training Procedures for the Staff Trainer; Behavior Analysis Certification: How to Become Certified as a Behavior Analysis Specialist; Curriculum Procedures for the Behavior Analysis Classroom: A Teaching Guide; A Guide to Staff Training; Curriculum Procedures for the Behavior Analysis Classroom: Supplement for Staff Trainers; and Feedback in the Behavior Analysis Classroom: A User's Guide.

A motivational system based on token reinforcement or teacher/student contracting procedures is used. The system provides token or point consequences for progress in academic skills and social behaviors. Throughout the instructional period, a child's academic behavior earns praise and tokens or points. At the end of the period, the children have the opportunity to exchange their points or tokens for activities of their choice. Daily change in these activities provides continued motivational support.

All curriculum materials are selected on the basis of the following criteria: they have entry placement and diagnostic tests; they are self-checking; they require frequent response from the student; they can be individualized; the skills are presented in small steps; and they enable child progress to be monitored and measured.

Each child in the program is targeted for a year-end goal of at least grade level achievement in math, reading, and spelling. Grade level achievement is correlated to book and page placements in the materials.

Although project operations give priority to sites serving a low-income population that are interested in total K-3 replication, the program's effectiveness is not limited to low-income urban children.

evidence of effectiveness

Some Wide Range Achievement Test mean grade equivalents for project students, compared with a national non-Follow Through control group (shown in parentheses) -- Reading: kindergarten, 1.2 (.8); grade 1, 2.1 (1.8); grade 2, 3.0 (2.6); grade 3, 4.1 (3.3). Arithmetic: kindergarten, 1.0 (.7); grade 1, 2.1 (1.8); grade 2, 3.0 (2.4); grade 3, 3.6 (3.2).

implementation requirements

Adoption of the Philadelphia Follow Through Behavior Program should reflect a joint decision by administrators, teachers, and parents. Ideally, the principal as well as all classroom staff involved in implementation receive training. Training can be tailored to specific site requirements, but the complete training package is recommended for total K-3 application. All training is predicated on prior written agreement between project and adopter. Project assumes that adoptions will be ongoing for a minimum of two years.

financial requirements

Cost of replicating the program is approximately $500 per child for the first year, but drops to $400 per child in subsequent years. Costs vary from site to site, depending on the availability of local funding. The largest share of the cost is for an aide and a parent scholar for each classroom, and for ongoing training, including special training personnel, consultant services, and released time.

services available

A Follow Through Resource Center.

Information brochures regarding BARC and general descriptive materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be arranged). Training is available at project site or adopter site (costs to be arranged).

Alternate contact: Sandra M. Moore, Staff Trainer; same address; (215) 232-2040.

contact

Leontine D. Scott, Director; Follow Through Programs; Room 510, Administration Bldg.; School District of Philadelphia; 21st and Parkway; Philadelphia, PA 19103. (215) 299-7659.

Developmental Funding: USOE Follow Through

USOE JDRP No. 77-143 Approved: 9/1/77

PROJECT PRE-ALGEBRA DEVELOPMENT CENTERS

descriptors

Basic Skills, Calculation, Concept Formation, Diagnostic Teaching, Mathematics Instruction, Remedial Instruction, Secondary Education, Teaching Methods, Validated Programs

target audience

Approved by JDRP for regular mathematics classes at the seventh- and eighth-grade level, eight-week summer mathematics programs for students entering high school, and remedial mathematics programs at the high school level.

description

A basic conceptual/computational skills program in mathematics designed to serve the dual purpose of preparing students for algebra as they develop proficiencies in the basic skills.

The curriculum design develops students' basic computational and conceptual skills through five units of concentration: Ratios and Proportions, Fractions, Decimals, Percent, and Metric Measures.

Mathematics principles used in the development of all curriculum materials include Ratios and Proportions, One -- Its Name and Properties, Place Value, and the Additive and Subtractive Properties of Numbers. These tools of the trade provide a foundation for the teaching of concepts. The program uses an original instructional approach that complements the diversified learning behavior of individuals.

The instructional technique employs mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation, coupled with reading in mathematics, to improve computational skills.

evidence of effectiveness

Evaluation studies showed that approximately 80% of project students scored an average gain of two grade levels (Stanford Achievement Test) and were subsequently enrolled in algebra, 92% passed algebra with a high degree of success, 85% took additional mathematics courses beyond algebra, and 15% took four years of high school mathematics.

implementation requirements

School districts having a student population that includes at least one class of graduating eighth graders unprepared for regular high school algebra, wanting to use Pre-Algebra techniques and concepts to build sound understanding for basic mathematics concepts in junior high school students, and/or offering remedial mathematics classes at the high school level should consider adopting a Pre-Algebra program. A mutual adoption agreement must be signed by the D/D and the adopter before beginning adoption.

financial requirements

Adoption costs depend on the number of students to be taught, teachers to be trained, and attendance centers involved. Text materials: $5 per student. Laboratory materials: approximately $600 (may be used by as many as 500 students with staggered schedules).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites.

contact

Dorothy Strong; Pre-Algebra Development Centers; 228 N. LaSalle St., Room 817; Chicago, IL 60621. (312) 641-4062.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-33 Approved: 5/13/75

Compiled Summer 1979

PROJECT PRIOR: PReschool and Improvement Of Reading

descriptors

Disadvantaged Youth, Early Childhood Education, Economically Disadvantaged, Elementary Education, Home Instruction, Language Development, Parent Participation, Preschool Education, Reading Instruction, Reading Readiness, Remedial Reading, Validated Programs

target audience

Approved by JDRP for pre-kindergarten children with developmental delays, grade 1 pupils needing further readiness, and elementary students achieving in the lower three stanines in reading. Target schools are established by Title I low-income guidelines.

description

A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school.

PRIOR consists of two projects: Reading Improvement provides remedial reading services to elementary students, and Preschool offers early educational experiences necessary to later success in reading. Both projects are school-based, with responsibility for operation of PRIOR resting with building principals. Both projects are headquartered in a Central Resource Center which provides office space, materials centers, and facilities for staff inservice and parent activities. Strong emphasis is placed on parent involvement. Home-school liaison in both projects is accomplished by part-time Parent Coordinators and Home Educators, who work with the teaching staff. One teacher in each project is designated Head Teacher (part-time) to coordinate staff and program activities with the Title I Director. This organization results in close cooperation and articulation between the two projects, although either one could exist singly if necessary.

Locally developed handbooks guide prescriptive and diagnostic instruction, but teachers have appreciable autonomy in selection of materials and techniques. Development of language concepts is recognized as being essential at all levels of instruction. Regular inservice for staff enhances competencies and encourages involvement in planning, implementation, and program evaluation.

A comprehensive yearly program evaluation is carried out with the assistance of outside agencies. Program changes have been introduced in response to evaluative information. The Reading Project incorporated new Title I guidelines into its evaluation procedures in 1978-79.

The Preschool Project is coordinated with and locally funded by Head Start; it adheres to guidelines of both sources of federal funding. Children attend three hours per day for 160 days each year. The Reading Project operates as a pull-out program with each child participating 30 minutes per day. Instruction emphasizes application of reading skills rather than isolated drill. A variety of easy to read books is provided for student use in class and at home.

evidence of effectiveness

Pre/post testing data from Stanford Achievement Test Reading subtest administered in 1977-78 to grades 1-5 shows NCE gains ranging from 4.5 to 15.5. Pre/post data from Caldwell Preschool Inventory, 1975-78, show gains ranging from 4.9 to 9.2 NCEs for project preschool. The Reading program was evaluated by Title I Model A-1 in 1977-78. Later data are available.

implementation requirements

Preschool and Reading programs can be adopted singly or together. Less than a district level commitment is difficult except for certain elements of the Preschool program. Programs are most readily adopted by districts with Title I funding; key elements of PRIOR can be integrated into already existing Title I resources such as staffing, materials, and facilities. Training is required. Length of training depends on programs adopted and degree of match with existing Title I program. Adopter must supply required data.

financial requirements

Instructional handbooks for each program (one per classroom), $8 each. Existing materials are used and a variety of supplemental reading books is recommended. Existing staffing can be used. One teacher must be designated part-time Head Teacher for each program adopted. One teacher per Reading classroom and one teacher and one aide per Preschool center are recommended. Existing facilities can be used. Installation costs per child: Reading, $50; Preschool, $26.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend selected out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Inservice is conducted at adopter sites (costs to be negotiated).

contact

Melba Treaster, Director; PRIOR; Poudre School District R1; 2407 La Porte Ave.; Fort Collins, CO 80521. (303) 484-3462.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 79-24 Approved 5/30/79

Compiled Summer 1979

PROJECT PROGRAMMED TUTORIAL READING

descriptors

Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Motivation Techniques, Programed Tutoring, Reading Difficulty, Reading Instruction, Supplementary Reading Materials, Validated Programs

target audience

Approved by JDRP for first-grade students in the bottom quartile who need help learning to read. This program has been used in grades 2-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An individualized tutoring program on a one-to-one basis for first-grade students having difficulty learning to read.

Programmed Tutorial Reading supplements, rather than supplants, conventional classroom teaching. The teaching strategy employs many elements of programmed instruction: frequent and immediate feedback, specified format, and individualized pace. However, where programmed instruction has often sought errorless or near-errorless learning with many cues at first, followed by a fading of cues, the tutorial program proceeds in the opposite manner with minimal cueing at first, followed by increased prompting until the child can eventually make the correct responses. The 15-minute tutoring sessions are highly structured. During their sessions, children read from their regular classroom basal readers while the tutor follows exactly one of 11 tutoring programs presented in the tutoring kits. The programs in the kit specify in detail what and how to teach. They are designed so that any decision made by a tutor about a child's reading is limited to judging the correctness or appropriateness of answers. Reinforcement and praise for success are essential parts of the instructional strategy.

(This project has been described in a Project Information Package.)

evidence of effectiveness

Original evaluation of program impact entailed a comparison of matched pairs of students using the Gates-MacGinitie Reading Test, Primary A, Form 1. Tutored children scored at 1.9 grade equivalent at the end of first grade, while non-tutored children scored at 1.5. Later evaluations using the same test produced similar results using a treatment-control group design. The area in which the program is being used is middle-income suburban.

implementation requirements

Staffing requires a part-time director, tutorial supervisors, tutors, and secretarial help. The only facilities required are a quiet place and a side-by-side seating arrangement at a desk or table for the tutor and child. Basal reading materials, a tutoring kit for each tutor, supplementary reading materials, and miscellaneous materials are necessary. Extensive training for tutorial supervisors and approximately 15 hours of training for tutors is also required.

financial requirements

The annual per-pupil cost ranges from $150-$250, depending upon rates of pay of tutors and supervisors. Personnel costs, which include all administrative and clerical assistance, account for approximately 98% of the total budget.

services available

An NDN-funded Developer/Demonstrator project.

Two Developer/Demonstrator sites (see Contact below) offer initial and secondary awareness materials, research reports, and descriptions, as well as a Project Information Package (PIP). Evaluation assistance for pupil achievement is available. Project staff are available to conduct awareness and pre-adoption sessions out of state. Visitors to the project site are welcome by appointment. Implementation-phase training is available to a limited number of adopters.

contact

Edwin R. Cammack, Project Director; Programmed Tutorial Reading; Davis School District; 45 E. State St.; Farmington, UT 84025. (801) 867-2291. Phillip Harris, Director; Smith Research Center; 2805 E. 10th St.; Bloomington, IN 47401. (812) 337-6756.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-17 Approved 3/18/74

PROJECT

PROJECT R-3: Readiness, Relevancy and Reinforcement

descriptors

Career Education, Cooperative Planning, Decision Making Skills, Diagnostic Teaching, Educational Games, Individualized Instruction, Junior High Schools, Mathematics Instruction, Motivation Techniques, Reading Instruction, Simulation, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades 7-9. It has also been used with elementary, high school, and alternative school audiences, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and developing career awareness.

(This project has been described in a Project Information Package.)

evidence of effectiveness

The overall reading achievement gain for 1972-73 on the Comprehensive Test of Basic Skills (CTBS) Form R Level 3 exceeded normal expectations by three months. Per-month average gains were 1.4. The overall mathematics achievement gain for 1972-73 on CTBS was two years for eight months in the program. Highest gains were in Computation and Concepts (2.3 and 1.9). Lowest gain was in Math Application (1.3). An outside evaluator is contracted for both product and process evaluation.

implementation requirements

Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work are accomplished by each staff member in a given year.

financial requirements

The basic materials of a secondary-level reading program can be utilized. Special prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment at project and demonstration sites. Training is conducted at the project site (adapter pays only its own costs). Training can be conducted out of state (exemplary project staff costs may be paid). Project staff are available for awareness, in-depth workshops, training, and technical assistance.

contact

Pauline E. Perazzo; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or -1112.

Developmental Funding: Variety of State and Federal Sources USOE JDRP No. 74-13 Approved: 2/20/74

PROJECT READING/ENGLISH ROTATION PROJECT

descriptors Basic Skills, Class Organization, Communication Skills, Disadvantaged Youth, Economically Disadvantaged, English, Junior High Schools, Language Experience Approach, Reading Instruction, Teaching Methods, Team Teaching, Validated Programs

target audience Approved by JDRP for grades 6-9.

description *A rotating classroom approach to teaching reading skills to students, grades 6-9. Not a "pull-out" model.*

An organizational pattern was designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equippe as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skill through various reading activities selected to provide sequential development of skills. In the third classroo the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills, as opposed to the "pull-out" model.

evidence of effectiveness The mean gain for the 104 participants during FY 1972 was 1.3 years (Gate MacGinitie). The average achievement prior to the project was 2.65 years in six years of schooling. Over a period of nine years participants have averaged one month's growth in readin per month of instruction as measured by standardized achievement tests.

implementation requirements Two state-paid teachers, one lead reading teacher (Title I), and four paraprofessionals (Title I) are required. This staffing equals one rotation and/or 60 students, which equals three classrooms. Materials already found in most schools are used.

financial requirements $15 per student, excluding personnel.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome October through April by appointment. Regularly scheduled training programs are conducted at project site. Training is conducted out of state. Staff can atten out-of-state conferences.

contact Marcelyn Hobbs, Program Director; Reading/English Rotation Project; Norris School; McDuffie County Schools; Thomson, GA 30824. (404) 595-3527.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 35 Approved: 4/4-5,

Compiled Summer 1979

PROJECT PROJECT READING IMPROVEMENT

descriptors Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Learning Activities, Learning Laboratories, Remedial Reading Programs, Teaching Methods, Tutoring, Validated Programs

target audience Approved by JDRP for grades 2-8. It has also been used in grades 1 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 2-8.*

One-to-one instruction is provided by 13 tutors for first graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. Each of the 16 reading laboratories is staffed with a specially trained reading teacher and a paraprofessional assistant. Eleven are certified as reading teachers and two are working toward reading certification in addition to their elementary grades certification. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. Laboratory periods are scheduled so they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or fewer so that much individual instruction may be given. The standard reading lab is divided into three parts: the first is usually small-group work in word analysis, the second is for reading specific material listed on a student's folder, while the third is for individual work designed to meet individual needs. Children's reading skills in 277 separate areas are diagnosed and prescriptive instruction is provided to correct deficiencies. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals throughout the year. Primary emphasis is on comprehension, but vocabulary, speed, and accuracy are also stressed.

Efforts are made to use instructional techniques that differ from those of conventional classrooms, in order to capture and maintain the participants' interest and increase motivation. Project staff have learned that a principal cause of reading problems is lack of desire to learn to read. A variety of learning activities is provided to correct lack of interest problems.

(This project has been described in a Project Information Package.)

evidence of effectiveness Laboratory participants are pretested in September and posttested in April. The project objective is 1.5 years grade-equivalent gain for all participants during the seven months. The actual mean gain (average over a five-year period ending 1976-77) was 1.61 years or 2.3 months per month of instruction. Standard scores were also used for evaluation. For each grade level (2-8), gains exceeded one-third of a standard deviation mean gain for all participants. Mean normal curve equivalent gain for all children 1978-79 was 11.5 (Gates-MacGinitie tests).

implementation requirements Project requires a trained reading teacher and a paraprofessional assistant for every 50 students. Laboratories use teacher-made and commercial materials. Appropriate audio-visual materials are used as well. A cross-index system of materials designed to develop particular skills is maintained. High-interest, low-difficulty materials see extensive use. Instructional games and materials are used to stimulate genuine interest and total involvement. Project is suitable for Title I adoption.

financial requirements Set-up cost for equipment is approximately $1,000, less the value of appropriate audio-visual equipment already on hand. Set-up costs for materials total approximately $1,000 per 50 students. Upkeep material costs average approximately $200 per year for each lab (50 students).

services available An NDN-funded Developer/Demonstrator project.

Awareness materials available. Additional training materials available to potential adopters. Visitors welcome by appointment. Training available to adopter at developer site and adopter site. Developer costs funded with NDN Developer/Demonstrator funds (including follow-up activities). Project staff may attend limited number of awareness conferences.

contact W. C. Blackmore, ESEA Title I Director, or Thelma D. McDuffie, Dissemination Coordinator; P.O. Box 1239; Burgaw, NC 28425. (919) 259-2187

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-103 Approved: 10/18/74

Compiled Summer 1979

PROJECT READING IMPROVEMENT PROGRAM -- SECONDARY SCHOOLS READING LABORATORY

descriptors Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, Learning Laboratories, Reading Skills, Remedial Reading Programs, Secondary Education, Validated Programs

target audience Approved by JDRP for junior and senior high school students reading one year or more below grade level.

description *An individualized reading skills program.*

Through preservice training, the reading consultant and the Wood County reading supervisor provide models and suggestions for the organization and management of reading laboratories. Each lab is staffed with a teacher and an aide who work with 60 students daily in groups of 12 for 50-minute sessions. Each student's reading deficiency is diagnosed, and a reading-skill improvement program is developed for remediation of the deficiency. The management system devised for the operation of each laboratory gives the students independence and responsibility. Approximately 90 percent of each student's laboratory experience is used for individualized instruction.

The Reading Improvement Program currently serves economically and educationally disadvantaged secondary students in five eligible Wood County junior high schools, two eligible Wood County senior high schools, and one parochial junior-senior high school.

evidence of effectiveness Individualized prescriptions were written, and weekly evaluations conducted. Continuous progress assessments were made to assure that all students experienced success. Standardized test evaluation (Stanford Reading Achievement Test) indicated that participating students showed statistically significant gains between pre- and posttesting period.

implementation requirements No special facilities or staff are required. It is anticipated that ongoing maintenance will consist primarily of instructional salaries, with a minimal amount expended for purchase of equipment, materials, and contractual service for equipment maintenance.

financial requirements When the Reading Improvement Program was initiated, the materials purchased focused on five basic areas of reading: auditory and visual perception, vocabulary, word-attack skills, comprehension, and motivational materials. Tapes, films, filmstrips, records, and many high-interest, low-vocabulary books were utilized. The initial cost averaged $373.87 per pupil.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is also conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact Darel K. Custer, Director; Title I; Wood County Schools; 1210 Thirteenth St.; Parkersburg, WV 26101. (304) 422-8411.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 76-84 Approved: 7/1/76

Compiled Summer 1979

PROJECT READING -- INDIVIDUALIZED REMEDIAL LABORATORIES
MATH -- INDIVIDUALIZED REMEDIATION

descriptors

Basic Skills, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Learning Laboratories, Mathematics Instruction, Remedial Instruction, Remedial Reading Programs, Validated Programs

target audience

Approved by JDRP as a reading program for children ages 6-18. It has been used in other settings as a mathematics program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

The reading laboratories have been developed for high concentration on the improvement of basic reading skills. A reading laboratory staffed by one special reading teacher and a paraprofessional accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his/her needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors, or developed by both consultants and project teachers. Emphasis is placed on inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory services and support.

The mathematics program provides systematic remedial instruction in areas of individual student weaknesses. A teacher and a paraprofessional work with 80-120 students daily in a specially equipped classroom. The mathematics laboratories are characterized by a focus on carefully selected essential concepts, skills, and applications with number ideas and computation; an individualized approach to the instruction; a meaningful approach to the learning of content; careful monitoring of student achievement; and teacher guidance in a supportive atmosphere. The program is based on project-developed materials, reinforced by a variety of supplementary resources and activities. Daily work is guided by individual prescriptions consisting of two or three types of activities. Inservice education receives a strong emphasis through workshops, consultant visits, and local supervisory services and support. There is an ongoing evaluation of project content, materials, instructional procedures, and overall achievement pattern of students.

evidence of effectiveness

Data collected in 1977-78 following JDRP approval showed the following average gains over an eight-month period: Slosson Oral Reading Test, 1.28 years average gain; Gray Oral Test, 1.51 years average gain; California Reading Achievement Test, 1.15 years average gain; California Math Test, 1.11 years average gain. The individualized laboratory approach seems also to minimize student negative behavior through individual and positive reinforcement.

implementation requirements

An extra teacher and paraprofessional are required to serve up to 120 students. A classroom facility for use as a laboratory is needed. Normal furnishings (tables and chairs that can be arranged in a flexible manner) are suitable. A filing cabinet for student record folders is needed. It is desirable to have an audio-active card reader and three or four cassette player-recorders. Start-up training takes eight hours; continuing training takes a minimum of two hours per month, but six to eight hours are preferable.

financial requirements

Expenditures averaged approximately $229 per student. This figure includes all administrative and backup support services. (Project staff noted that past experience and thrust in the reading area made for easier organization and utilization of previous projects' materials, equipment, and staff.)

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (coverage of expenses will depend on situation).

contact

Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470;
Albany, GA 31702. (912) 436-6544.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 74-107   Approved: 10/18/74

Compiled Summer 1979

PROJECT READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

descriptors

Ancillary Services, Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Individualized Instruction, Interdisciplinary Approach, Parent Participation, Remedial Reading, Self Concept, Validated Programs

target audience

Approved by JDRP for pupils, grades 1-4, reading below grade level. It is being used with K and 5-10 pupils, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A team-approach program to improve reading achievement and self-concept of reading-disabled students.

The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, diagnose the child's problems, develop an individualized educational program to alleviate the problems, and continually evaluate the child and the program. The project's main component is a reading services program that includes direct services to students through individual and small-group remedial instruction and indirect services to students through a consultant service to their classroom teachers and parents.

Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation by the guidance/social worker team finds that an indepth evaluation is necessary, services of a consulting psychological/psychiatric team are employed. It has been found that a student's inability to read may be causal, affecting the child's total progress in school, or it may be symptomatic of other problems (social, emotional, physical, etc.) which are adversely affecting the child's developmental progress. Through a team effort the "total" child is made to function more effectively.

Another important component is total parent involvement, including regularly scheduled parent/teacher conferences, formalized 10-week parent study-groups, and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early-identification program which involves health and developmental screening of pre-kindergarten students, parent information sessions, and a special readiness program once the child in need enters kindergarten. The highly successful secondary program emphasizes the teaching of reading through the content areas, with the reading specialist providing (for the most part) consultant services to the teachers of identified students.

evidence of effectiveness

Evaluation results, 1973-74: 80% of RIPPS students gained eight or more equivalency months (Gates-MacGinitie Vocabulary Test); 71% made similar gains on Gates-MacGinitie Comprehension Test; 78% increased their instructional reading level by one or more levels (Silvaroli Classroom Reading Inventory); locally devised affective surveys showed increases in attitude about self (to 88%), school (to 81%), and peers (to 82%).

implementation requirements

Many of the components of RIPPS are found in most school departments. The program can be readily adopted through reorganization of staff and commitment to the team approach for meeting learner needs. The reading and pupil personnel specialists must be willing to train and totally involve parents in the process. As successful adoption depends on people, the more interaction the better. Site visitations and/or telephone conferences are essential. Training programs are available and are tailored to meet adoption needs. The smallest adoption unit is an entire school.

financial requirements

Total cost of program: approximately $938 per student (1977-78). Estimated start-up costs: $1,000-$1,500 per teacher, depending upon materials and purchases required.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available (additional awareness materials in production). Visitors are welcome during school year by appointment. Training is conducted at project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out of state, or training module may be used. In-state services are covered by a Title IV-C demonstration grant. If expenses are paid, project staff can attend out-of-state conferences.

contact

Michael W. Mello, Director of Grant Programs; Office of Grant Programs; Portsmouth School Department; Portsmouth, RI 02871. (401) 683-1450.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-124 Approved: 12/16/74

PROJECT RIGHT TO READ: Wilson Junior High School

descriptors Content Reading, Cross Age Teaching, Interdisciplinary Approach, Needs Assessment, Reading Instruction, Secondary Education, Staff Improvement, Validated Programs, Volunteers

target audience Approved by JDRP for pupils, grades 7 and 8. It has been used in other settings with pupils in middle and high school, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An effort to eliminate illiteracy and turn kids on to reading.*

Right to Read differs from many previous attempts at solving reading problems. It is a process, not a program. It gets at causes, not symptoms. It requires commitment, not money.

Wilson Junior High School Right to Read is part of a national effort to eliminate illiteracy and turn kids on to reading. It requires that users perform a needs assessment to find out precisely what is needed. Planning is based on the needs assessment. Implementation of the plan involves professional development, with special emphasis on paid teacher writing time so that teachers can work together to bring about change. Through sharing, teachers can build upon each other's strengths and find quicker and better solutions to their problems.

The major thrust of the program is to encourage teachers to teach reading as it is related to their particular content area. Cross-age tutoring, community volunteers, and teacher assistants help increase reading efficiency at all levels of development. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention.

Staff development -- taking the good teachers and making them into better teachers -- is emphasized.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness Evaluation data (Comprehensive Test of Basic Skills) show that, over the six-month period between pre- and posttesting, the average growth in vocabulary was 11 months, or 1.8 months' growth for each month of instruction. In comprehension, the average growth was 18 months, or 3.0 months' growth for each month of instruction. The total reading score indicated that average growth was 14 months, or 2.3 months for each month of instruction.

implementation requirements Adopter must be willing to reevaluate the cost effectiveness of current program. The Right to Read process gives direction to a school or system without sacrificing local autonomy. All financial decisions are made locally with respect to determined needs and priorities.

financial requirements Right to Read Assessment and Planning Handbook (available from State Right to Read Directors) and state-adopted and other commercially prepared materials covering a range of reading abilities and student interests are used. Our own management system, with criterion-referenced objectives and teacher-developed tests, provides the basis for our diagnostic/prescriptive approach.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Project staff are available for awareness conferences only if all expenses, plus honorarium, are paid. Training is conducted at adopter site, and all expenses, plus honorarium, must be paid unless training can be scheduled for non-school time, on weekends or in summer.

contact Valerie G. Musso, Program Coordinator; Right to Read; Woodrow Wilson Junior High; 3838 Orange Ave.; San Diego, CA 92105. (714) 280-1661, ext. 22

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-21 Approved: 3/25/74

PROJECT SCHOOL VOLUNTEER DEVELOPMENT PROJECT

descriptors

Delivery Systems, Educable Mentally Handicapped, Elementary Secondary Education, Learning Disabilities, Mathematics Instruction, Parent Involvement, Reading Instruction, Remedial Instruction, School Community Programs, Special Education, Validated Programs, Volunteers

target audience

Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics, for teachers desiring tutor assistance, and for volunteer community members. It has been used in grades K, 1, and 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials; recruitment procedures to generate a resource pool of volunteers; training for volunteers and teachers who use these services; and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided, as well as inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books, introductory training materials (two filmstrip/tapes), and eight modules with individual cassette directional tapes for training volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

evidence of effectiveness

A pre/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6 (Stanford Achievement Test and Metropolitan Reading Achievement Test). Results of data analysis indicate that pupils in grades 2-6 one or more years below national norms who were tutored by project volunteers made significant achievement gains over nontutored control groups (seven months for each month of tutoring).

implementation requirements

Adopters must appoint a project coordinator; this person may be a staff member or a volunteer. Adopters must operate the project in at least one school and evaluate the effect of the project on student achievement. The number of staff required depends on the number of students served.

financial requirements

Based on a paid coordinator, the total per-pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). This cost would be lower if the adopting school or district used a staff member or volunteer to coordinate the program.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (two-day sessions held the third Wednesday and Thursday of each month). Training is conducted at the project site. Training is conducted out of state. Project staff can attend out-of-state conferences. Costs are negotiated for all services.

contact

Audrey Ross, Director; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-79 Approved: 12/18/75

Compiled Summer 1979

PROJECT SEAPORT: Student Education Assuring Positive Organized Reading Techniques

descriptors

Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Home Visits, Individualized Instruction, Junior High Schools, Parent Participation, Preschool Education, Remedial Reading Programs, Validated Programs

target audience

Approved by JDRP as a remedial program for students, grades 2-3 and 6-12, most in need and reading at least one year below appropriate grade level. It has been used in other settings (Junior High Supplemental Learning for grades 7-9 and Home/School Program for Title I students and their pre-K siblings), but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program applying school-based and home/school liaison approaches to remedial reading problems.

Project SEAPORT is a remedial reading program which provides Title I students, grades 1-9, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. Skilled reading specialists work with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas.

Project success is enhanced by cooperation between reading specialists and classroom teachers. Specialists provide regular consultant services to classroom teachers. Staff development is a major component of the program. Inservice training is provided for reading specialists and classroom teachers.

Student progress is assessed each year, using pre- and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation.

Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, a parent advisory council, frequent dissemination of information on project activities to the community, and an annual needs assessment. These activities are coordinated by a home/school liaison specialist.

Subsequent to receiving JDRP approval, Project SEAPORT instituted educational intervention for children prior to entering school. Pre-kindergarten youngsters identified by home/school liaison staff as having developmental deviations receive instruction and remediation in developmental skills.

(This project has been described in a Project Information Package.)

evidence of effectiveness

Data from testing of project elementary and junior high students in 1973 with the Gates-MacGinitie Reading Test indicate an average grade-equivalent gain of 1.5 in vocabulary and 1.6 in comprehension. Project evaluation statistics for 1978 show an average NCE gain of 10 for grades 1-5 and 12 for grades 6-9.

implementation requirements

One remedial reading specialist is required for every 30-40 students. Reading specialists must work both in laboratory and classroom settings. Teachers must set aside time for weekly consultations with reading specialists. A resource room for use as a reading lab is necessary, and a variety of commercially available auditory and visual materials to stock it. A professional home/school liaison specialist is needed to implement the parent/community involvement component and to set up screening and programming for the preschool component. Start-up training for reading specialists and/or classroom teachers takes between two and three days, depending on components adopted.

financial requirements

Cost of implementation varies with site requirements. Costs include staffing (reading specialists and home/school liaison specialist) and training (released time, travel, and per diem for training workshop participants). Training manual for reading specialists, $20 (free to adopters). Management Manual, $50.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. On-site visits are encouraged. Training is conducted at project site or adopter site. Follow-up assistance is available for adopters.

contact

Mary C. Macioci, Project Director, or Mary E. Kohring, Disseminator Facilitator; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office; Newport, RI 02840. (401) 849-4588.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 29 Approved: 4/9/73

Compiled Summer 1979

PROJECT STAMM: Systematic Teaching And Measuring Mathematics

descriptors

Continuous Progress Plan, Criterion Referenced Tests, Curriculum, Educational Alternatives, Elementary Secondary Education, Instructional Materials, Mathematics Instruction, Secondary Education, Validated Programs

target audience

Approved by JDRP for students of all abilities, grades K-8. It has been used in other settings with grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.

The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses at the high school level are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math lab. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well.

Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades K-8 is covered in levels A, B, C, D, E, F, GE, G, and H. High school courses are defined for Mathematics Competencies, Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Vocational Math, and Rapid Calculation.

Special materials are packaged for Title I and special education emphasis for use in regular classrooms and labs.

evidence of effectiveness

Between two-thirds and three-fourths of all Jefferson County students now score above the national norm on the Comprehensive Test of Basic Skills at grades 4, 6, and 8. This achievement has been consistent from 1973 through spring 1979. Prior to implementation, roughly half the students scored above the national norm.

implementation requirements

STAMM guides, tests, and workbooks may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. A one- or two-day training session prior to implementation is recommended. Weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style, and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but experience advises that they be supplemented with teacher-made or STAMM resource materials.

financial requirements

STAMM teachers' manuals, K-12, $10 each. Each teacher needs one manual for each level or course taught. Test books and workbooks: $3 each for single copies, $2.50 each for 11-100 copies, and $2.25 each for 101+ copies. Materials may be reproduced locally if quality printing facilities are available.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Awareness and training sessions are available at adopter site within funding and scheduling limitations. Training is also available at the developer site. Visitations may be scheduled with advance notice but are not a prerequisite for adoption. Training dates at the developer site for 1979-80 are scheduled for: October 15-16 and December 13-14, 1979; February 28-29, May 15-16, and July 10-11, 1980.

contact

Glyn H. Sharpe, STAMM Project Director; Jefferson County Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 231-2341.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 76-87   Approved: 6/23/76

Compiled Summer 1979

PROJECT STRATEGIES IN EARLY CHILDHOOD EDUCATION

descriptors

Child Development, Continuous Progress Plan, Criterion Referenced Tests, Diagnostic Teaching, Elementary Education, Preschool Education, Psychomotor Skills, Readiness, Validated Programs

target audience

Approved by JDRP for all students, ages 4-8.

description

A continuous-growth program with sequential program materials which bridges the gap between preschool, kindergarten, and first grade.

The concepts of the project are: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age four to about age eight; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a class record chart to chart each student's starting point as indicated by the screening and to chart each student's continuous progress; a prescription guide, which includes each educational objective stated on the scope and sequence chart; and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading to reading, math, and language development.

evidence of effectiveness

The Metropolitan Readiness Test indicates that project students scored significantly higher ($p \leq .05$) than non-project students. Comparison within the project, using the Metropolitan Readiness scores and comparing "t" values, shows that project children did significantly better as teachers more fully implemented the project.

implementation requirements

Steps for adoption include an awareness session and training sessions for philosophical issues, screening, instructional methodology, monitoring, and evaluation. The program may be implemented by a classroom or a district. Training usually begins with a two-day workshop, with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher's aide or parent volunteer to assist during the initial stages.

financial requirements

Materials: project overview booklet, no charge; criterion-referenced screening instrument, $2.25; pupil edition, 50¢; chart of sequenced objectives, 25¢; class record chart, 25¢; prescription guide, $4.75. When funding is available through NDN, cost to adopting district will be cost incurred while project staff is on-site.

services available

An NDN-funded Developer/Demonstrator project.

Awareness and training materials are available. Visitors are welcome by appointment. Consultations for awareness and training sessions are available.

contact Robert Schramm, Project Director; 908 W. Main St.; Waupun, WI 53963. (414) 324-4461.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-75 Approved: 5/29/74

Compiled Summer 1979

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PROJECT STUDENT TEAM LEARNING: Intergroup Relations

descriptors

Basic Skills, Discriminatory Attitudes (Social), Educational Games, Elementary Secondary Education, Group Relations, Humanistic Education, Intergroup Relations, Peer Teaching, Social Integration, Teaching Methods, Validated Programs

target audience

Approved by JDRP for students, grades 5-12. It is now used in grades 2-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A set of instructional techniques placing students in four- or five-member multi-ethnic learning teams to master basic skills.

Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The students' quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. Two STL programs have JDRP approval of their own. STAD is approved for language arts and TGT for language arts and math. Any district that adopts STL also adopts STAD and TGT.

Student Team Learning can be used with the teacher's manual alone and teacher-made curriculum materials. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

(Student Team Learning: Intergroup Relations, Teams-Games-Tournament [TGT], and Student Teams-Achievement Divisions [STAD]: Language Arts, all described in this catalog, are affiliate projects of Student Team Learning, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.)

evidence of effectiveness

Six studies have shown that Student Team Learning techniques increase intergroup friendships significantly more than control methods. The studies were conducted in integrated inner-city, rural, and suburban schools, and involved white, black, and Mexican-American students. Student Team Learning techniques have had positive effects on learning in the areas of mathematics, language arts, social studies, and reading, as well as on self-esteem, mutual concern, and liking for school.

implementation requirements

Individual teachers can use Student Team Learning with the manual alone or with the available training filmstrip/tape. Participation in a six-hour workshop is recommended.

financial requirements

Manual and materials for Student Team Learning with teacher-made materials, $3. Manuals with single copies of worksheets and quizzes for 20 one-week units, $8. Language arts 3-6 and 7-8, mathematics 3-8, nutrition 4-8 (4 units), $8; nutrition 9-12 (5 units), $8; language arts 3-6 (100 units), $20; supplementary manuals for reading, mathematics, language arts, social studies, mainstreaming, and class management and discipline, $1 each.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites out of state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its costs). Training is conducted at adopter site (costs to be negotiated). Certified trainers in 30 states can provide one-day, hands-on workshops sufficient for mastery of STL techniques for a standard fee of $100 plus expenses.

contact

Robert E. Slavin; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-7569.

Developmental Funding: National Institute of Education

USOE JDRP No. 78-199a Approved: 2/15/79

PROJECT STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD): Language Arts

descriptors Basic Skills, Elementary Secondary Education, Humanistic Education, Intergroup Relations, Language Arts, Peer Teaching, Self Concept, Social Integration, Teaching Methods, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 4-9. STAD has also been used with students in grades 2-3 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An instructional technique placing students in four- or five-member heterogeneous learning teams to master basic language skills.*

STAD is one of three Student Team Learning instructional processes. In STAD, students are assigned to four- or five-member teams. Each team is composed of a relatively high achieving student, a low achiever, and two or three average achievers. Teams are composed of both minority and non-minority students, boys and girls.

The teacher using STAD follows a regular pattern of activities, the first day teaching a lesson on the class objective. The next day, students go into teams to study the material the teacher has presented. The students use worksheets and answer sheets to help each other study the material and to assess their mastery of it. During this time, students typically quiz each other, explain problems, and mutually help each other become proficient in the skill. Finally, students take a 15-minute quiz on the material with no help from their teammates. Each student earns quiz points determined by comparing his/her score with scores of students on other teams who have about the same past academic performance. Individuals' points are compiled into team scores and team scores are recognized in a class newsletter at the end of the week.

Students using STAD in language arts typically learn more than students in traditional control classes, especially as measured by standardized tests. STAD students also gain more than control students in liking for school, self-esteem, positive relationships with students of different races, and other outcomes. STAD can be used with teacher-made materials or with inexpensive materials available from the project. It is easy to learn and use, and there are project trainers all over the United States able to help teachers learn to use STAD in the classroom.

(Student Teams-Achievement Divisions [STAD]: Language Arts, Student Team Learning: Intergroup Relations, and Teams-Games-Tournament [TGT], all described in this catalog, are affiliate projects of Student Team Learning, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.)

evidence of effectiveness Six studies have shown that STAD students achieve two or three times more than would be expected, based on standardized test norms. Studies were conducted in urban, rural, and suburban schools with students in grades 4-6. Tests used were Hoyum-Sanders English Test and Comprehensive Test of Basic Skills Language Mechanics and Language Expression Subscales.

implementation requirements Individual teachers can use STAD with the teacher's manual alone or with the manual plus the training filmstrip/tape. Available curriculum materials save teachers the task of making worksheets and quizzes. A two-hour workshop is recommended but not essential. Part of the Student Team Learning program, STAD can be implemented along with the other Student Team Learning methods or by itself.

financial requirements Teacher's manual (all Student Team Learning techniques), $2. Manual set (manual, forms, and other Student Team Learning materials), $3. Awareness/training filmstrip/tape, $15 (refundable). Curriculum materials for language arts: grades 3-6 (20 one-week units), $8; grades 3-6 (100 one-week units), $20; grades 7-8 (20 one-week units), $8. Supplementary manual, $1. No special equipment or staff needed.

services available No special network funding supports this project's dissemination efforts.

Awareness and training materials include brochure (free), teacher's manuals, filmstrip/tape, workshop leader's manual. Project trainers in 30 states are able to provide awareness or training workshops anywhere in the United States for a standard fee of $100 plus expenses. Potential adopters may visit demonstration sites in Maryland and elsewhere by appointment.

contact J. Richard Lewis; Area II Office; Frederick County Schools; 103 Prospect St.; Middletown, MD 21769. (301) 473-8910.

Developmental Funding: National Institute of Education USOE JDRP No. 79-12 Approved: 4/17/79

PROJECT A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII)

descriptors Basic Skills, Criterion Referenced Tests, Diagnostic Teaching, Elementary Education, Individualized Instruction, Learning Modules, Literature, Mathematics Instruction, Reading Instruction, Reading Materials, Reading Skills, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 1-6. It has been used in other settings with grades 7 and 8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A systematic instructional program in the basic skill areas of reading and mathematics.*

SAII has developed criterion-referenced tests and learning modules for 155 reading skills, e.g., readiness, phonics, syllabification, and structural analysis, plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions plus student worksheets to accompany over 400 paperback books, e.g., Profiles in Courage, Henry Huggins, Little Red Hen. Each set of questions has been divided into lessons, with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced tests -- math and reading) or basic skill development (learning modules in reading and math, or comprehension components of reading).

evidence of effectiveness After implementation of the project, there was a dramatic reversal of a declining trend in academic ability at the project school. Evaluation data also showed a positive impact on academic progress of project students. Copies of the evaluation report are available from Dr. Mark Greene, Northwest Regional Educational Laboratory.

implementation requirements A one- to three-day pre-adoption workshop is required. Consultant help is available at cost. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes -- available for reproduction -- are required for the reading component.

financial requirements Print-ready set of project materials is available at cost. Diagnostic tests: reading, $16; math, $20. Learning modules: reading, $60; math, $110; comprehension questions, $150; games to accompany reading learning modules, $15.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome (October through March). Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-1484.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 15 Approved: 4/4-5/73

PROJECT TALK: Teaching Activities for Language Knowledge

descriptors Basic Skills, Communication Skills, Elementary Education, Language Arts, Listening Skills, Remedial Instruction, Speech Communication, Validated Programs, Vocabulary Skills

target audience Approved by JDRP for elementary students, grades K-3, scoring at the 50th percentile or below on a standardized reading test.

description *A program improving expressive and receptive vocabulary skills and language, grades K-3.*

A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

evidence of effectiveness Statistically, TALK has shown that all K-3 students can significantly improve their receptive and expressive vocabulary. Tests utilized: Wechsler Preschool and Primary Scale of Intelligence vocabulary subtest, Wechsler Intelligence Scale for Children vocabulary subtest, and, as a receptive measure, the Peabody Picture Vocabulary Test.

implementation requirements The adopting district must provide a speech and language clinician or an elementary teacher with a background in language development or reading for one hour per week for each classroom receiving TALK. The TALK program can be adopted by as few as one language specialist and two classroom teachers in a school district. After language specialists have been trained in program methods and procedures, they can train other personnel in the local district. TALK staff assist each adopting district, designating an evaluation battery to assess the effectiveness of the program as it is implemented. A certified psychologist must be available during the pre- and posttesting period.

financial requirements A minimum of two hours of release time per week must be provided for a speech and language clinician or teacher to service two classrooms. Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $25. A TALK training manual, $10, is suggested for each school district.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional home-state demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter only pays costs of training materials).

contact Roberta Stiles, Project Coordinator; Muldoon Center; Rockford School District #205; Rockford, IL 61102. (815) 964-7019.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 78-189 Approved: 7/11/79

Compiled Summer 1979

PROJECT TEAM ORIENTED CORRECTIVE READING (TOCR) [formerly Title One Corrective Reading Program (TOCR)]

descriptors

Behavioral Objectives, Criterion Referenced Tests, Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Education, Multimedia Instruction, Parent Participation, Referral, Remedial Reading Programs, Resource Teachers, Self Concept, Systems Approach, Team Teaching, Validated Programs

target audience

Approved by JDRP for grades 2-6. It has been used in grades 1 and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A referral corrective reading program for grades 2-6.

Wichita's Team Oriented Corrective Reading program is a large-scale remedial reading program operating in the city's Title I target public elementary schools and available to eligible parochial schools. Instruction is diagnostic, individualized within ad hoc small groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the Wichita Management System for Reading (including Behavioral Objectives, Student Reading Record Card, and Class Criterion Test Record).

Program goals are improvement of reading instructional level, vocabulary, comprehension, and pupil self-image. The six phases of the program (identification, screening, scheduling, diagnosis, instruction, and evaluation) and its team oriented philosophy are delineated in the handbook Team Approach to Reading Success. The handbook and the Project Performance Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for testing, remediation, and retesting. Based on research results over a number of years, an eclectic approach, using multi-level multi-media materials, is emphasized; however, four systems (EDL's Listen, Look and Learn, Hoffman, Psychotechnics, and Random House High Intensity Learning) are operational and may be observed in this urban setting.

Instructors are specialized teachers certified in reading, with the dual responsibility of providing student instruction and resource services to building staff and parents. Instructional paraprofessionals are utilized when caseloads exceed 50 pupils.

Parent Advisory Councils play an important role in program planning and operation. The Reading Task Force provides input to administrators, program personnel, and teachers. Through the Title I Parent Education Aide Program, parents tutor students individually or in small groups. Reading teachers and parents plan parent workshops on reading skills and reinforcement games.

evidence of effectiveness

The program has been evaluated annually since its inception in 1966 by the Research Division of the Wichita Public Schools, using a comparison of pre- and posttest scores on the California Achievement Test. The goal is an average mean gain of 1.0 in grade equivalent or a positive NCE gain per year's instruction. Monthly gains ranged from 1.0 to 1.7.

implementation requirements

Adopters may implement the program in a single school or at the district level. The key to successful adoption is qualified reading teachers who have the training and expertise necessary to teach corrective reading students diagnostically and to serve as resource persons for a staff and parents. A small classroom or space and furnishings adequate for small-group instruction of students and storage of materials is necessary. TOCR guides will be provided to adopters at printer's cost; other materials are dictated by students' needs and may be determined by the reading teacher.

financial requirements

Start-up costs of hiring one special reading teacher and purchasing a wide variety of commercially available materials and equipment run approximately $400 per pupil, based on a caseload of 50 pupils. Installation costs may be as low as the price of the teacher training kit, provided a certified teacher and instructional materials are already available. Materials and equipment maintenance costs average about $8 per pupil at the Wichita site.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. A filmstrip-tape presentation can be borrowed or purchased ($6.50). Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). The Developer/Demonstrator project offers orientation training and follow-up consultations to adopter administrators and special reading teachers either in Wichita or at adopter sites (costs to be arranged).

contact

James G. Howell, Director, or Joyce Mattson, Coordinator; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7871 or -7764.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 28 Approved: 4/4-5/73

Compiled Summer 1979

PROJECT TEAMS-GAMES-TOURNAMENT (TGT)

descriptors

Attitudes, Basic Skills, Class Organization, Cooperation, Educational Games, Elementary Secondary Education, Peer Teaching, Validated Programs

target audience

Approved by JDRP for pupils of all ability levels, grades 3-12.

description

An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

Teams-Games-Tournament (TGT) is an instructional method that reorganizes the classroom by dividing pupils into four- or five-member groups for study and peer-tutoring on worksheets. Individual group members then play instructional games against members of equal ability from other groups to score points for their teams. The TGT instructional method is appropriate for any curriculum unit (grades 3-12) that offers basic skills or factual information to heterogeneous groups.

Teachers may use only the TGT Teacher's Manual, or may include the worksheets and games already developed by the Center that cover specific instructional objectives. TGT is designed to supplement traditional lecture or drill methods, individualized instruction, or performance-based instruction. The TGT instructional process is carefully sequenced to enhance academic achievement, but teachers may adapt and change elements to meet certain objectives.

TGT curriculum units are designed for six to eight weeks' use in each class period, although shorter units may be completed in three to four weeks. The units help to improve basic skills, promote positive pupil attitudes toward schoolwork and classroom experiences, and increase cooperation through peer-tutoring.

(Teams-Games-Tournament [TGT], Student Team Learning: Intergroup Relations, and Student Teams-Achievement Divisions [STAD]: Language Arts, all described in this catalog, are affiliate projects of Student Team Learning, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.)

evidence of effectiveness

Ten experimental studies have demonstrated positive TGT effects on academic achievement in math and language arts. Each study employed a control group and pre- and posttest measures of standardized achievement (Stanford Achievement Test in Mathematics; Hoyum-Sanders English Tests), plus treatment-specific tests. Four experimental studies have shown very positive TGT effects on classroom race-relations.

implementation requirements

Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training, followed by workshop training (one half-day). If TGT's published curriculum materials are used, no teacher development of materials is required.

financial requirements

Basic starter kit for use with teacher-made worksheets and games is available for $3. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language Arts, grades 3-8, 100 objectives, $20; 20 usage objectives, $8. Mathematics, grades 3-8: 20 basic objectives per grade level, $8 per grade level.

services available

An NDN-funded Developer/Demonstrator project.

Awareness and training materials (brochure, teacher's manual, research articles, and filmstrip) are available. Awareness and workshop training for adopters are available from project personnel and from certified trainers throughout the country.

contact

John H. Hollifield; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 366-3582.

Developmental Funding: National Institute of Education USOE JDRP No. 75-81 Approved: 12/18/75

PROJECT TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS, Division of Curriculum and Instruction, The Board of Education of the City of New York

descriptors

Community Resources, Disadvantaged Youth, Economically Disadvantaged, Field Trips, Fine Arts, Individualized Instruction, Interdisciplinary Approach, Intermediate Grades, Museums, Remedial Reading, Validated Programs

target audience

Approved by JDRP for children, grades 4-6, who are reading at least one year below grade level and who are Title I eligible (some seventh graders accepted as apprentices).

description

An intensive, individualized, remedial reading program presented through the arts.

Over a 29-week period, reading teachers, specially trained professional artists, and artist teachers work with 250 Title I children at five sites -- one each in the boroughs of Manhattan, Queens, and the Bronx and two in the borough of Brooklyn -- and with 170 children at a sixth site in the borough of Staten Island. A total of 1,420 children are served. The program is associated with major cultural institutions in New York City: the Queens Museum, the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, and the Ballet Hispanico of New York. This intensive, individualized reading program focuses on improving reading skills through student involvement and interest in the arts. It integrates a total art program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the reading teachers in small groups or individually for an average of three of the eight hours per week they spend in the program. During the other five hours, students receive further reading instruction in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super 8 film, and photography, as well as parent workshops. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of the project workshops are scheduled for the students on field trip/special event days. Preservice and inservice training are available. There is an annual Learning to Read Through the Arts exhibition of work by participating students, and a performing arts and film festival. The program provides teacher training for classroom teachers whose students are participating in the Title I Learning to Read Through the Arts Program. The program also provides technical assistance and instructional materials to schools wishing to reinforce the Title I Learning to Read Through the Arts Program in the participants' home schools.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness

At the time of validation, participating students in a six-month program improved an average of 1.78 school years (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 2, and 8.4 months (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 3.

implementation requirements

Reading teachers/classroom teachers, professional artists, and artist teachers are trained in Learning To Read Through The Arts methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audio-visual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

financial requirements

Approximately $342 per student per workshop.

services available

An NDN-funded Developer/Demonstrator project.

Awareness and training materials are available. Visitors are welcome by appointment only. Training is conducted at adopter sites (costs to be arranged). Awareness training is conducted out of state (costs to be arranged). Project staff can attend out-of-state conferences or workshops (costs to be arranged).

contact Bernadette C. O'Brien, Citywide Coordinator; Title I Children's Program: Learning to Read Through the Arts; Division of Curriculum and Instruction; The Board of Education of the City of New York; 131 Livingston St., Room 621; Brooklyn, NY 11201. (212) 787-0470 or -7582.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-18 Approved 3/25/74

Compiled Summer 1979

PROJECT TITLE I READING, GRADES 2-6

descriptors

Behavioral Objectives, Compensatory Education, Diagnostic Teaching, Elementary Education, Individualized Instruction, Parent Participation, Remedial Reading, Resource Guides, Validated Programs

target audience

Approved by JDRP for students, grades 2-6, residing in identified Title I attendance centers and performing at or below the 40th percentile in reading.

description

A diagnostic/prescriptive approach to the teaching of remedial reading through the use of a locally developed management system.

The major goal of the Fort Dodge Title I reading project is to provide individualized instruction for students in grades 2-6 who are performing below the 40th percentile in reading so these students may become competent independent readers. A management system developed by the Fort Dodge staff is the core of the program. It is flexible enough to be adapted to any basal series, and to the needs and philosophy of any adopting district.

This system has five components. The Hierarchy of Skills is a listing of essential reading skills, stated in behavioral terms, placed in sequential order, and divided into three levels of difficulty. The three skill strands within the Hierarchy are decoding, language development, and comprehension. There are pre- and posttests for each skill. The Individual Student Record Form is a chart listing all of the skills in the Hierarchy in condensed form. For each skill there is space for pre- and posttesting dates and teacher's comments. These forms become the children's individual educational plans and transfer with them if they leave the attendance center. Because Title I has been in existence in Fort Dodge since 1965, there is an abundance of teaching materials in each of the centers. These materials were coded to correspond to skills in the Hierarchy and described on file cards, which were placed in a Resource File. Suggestions for teaching specific skills and examples of student activities were also coded and placed in the File. Provisions have been made for staff members to continue to expand their own files with workable resources. The Parent Report Form, "From School House to Your House," is a non-threatening progress report form to be used when conferences are not held. The Parent Handbook was developed as an idea book of activities for parents to use at home in everyday situations to build reading skills. It is distributed at Title I parent conferences.

This uncomplicated structure allows a staff member to conduct comprehensive individual student diagnoses, to plan an appropriate program for students based on diagnoses and using materials, supplies, and equipment coded to skills and available in the Resource File, and to keep a record of student's progress using the Individual Student Record Form to communicate with classroom teachers, administrators, and parents.

evidence of effectiveness

Pre/post scores from the Gates-MacGinitie Reading test Comprehension subtest were examined over a three-year period (1975-78) using Model A of the USOE evaluation and reporting system. NCE gains ranged between 4.3 and 14.6, with the weighted average 8.6. (Approximately 7 NCEs are considered exemplary.)

implementation requirements

Purchase of the three basic management system components -- Hierarchy of Skills, Individual Student Folder, and Resource File -- is necessary. They can be adapted to the needs of a district regardless of staff size or caseload. Inservice time with the Fort Dodge project director is required for staff to become familiar with the materials and to adapt them to their needs. The length of time depends on the size of the staff and the level of thoroughness they wish to achieve.

financial requirements

The basic costs are salaries and fringe benefits. With the exception of the management system developed by the Fort Dodge staff (approximately $29), no new materials are required. Per-pupil cost ranged from $351 to $439 for the three-year period.

services available

No special network funding supports this project's dissemination efforts. Costs (travel and per diem) must be met by the requesting district. Printed management system materials may be purchased by mail.

contact

Carol Johannsen, Title I Coordinator; or Earl O. Berge, Superintendent of Schools; 330 First Avenue North; Fort Dodge, IA 50501. (515) 576-1161.

Developmental Funding: USOE ESEA Title I   USOE JDRP No. 79-13   Approved 4/17/79

Compiled Summer 1979

PROJECT TITLE I REMEDIAL READING PROGRAM

descriptors Diagnostic Teaching, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Individualized Instruction, Remedial Reading Programs, Teaching Methods, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 1-6.

description *An individualized diagnostic/prescriptive remedial reading program.*

The project identifies pupils with reading disabilities in grades 1-6 and provides an individualized diagnostic/prescriptive remedial reading program.

Project goals are to remediate disabled readers through an individualized prescriptive approach, based upon the results of each student's diagnosis; to provide training in setting up and managing a remedial reading laboratory; and to train teachers in specialized diagnostic and remedial techniques.

(Cited by the National Right to Read Effort as one of 13 exemplary reading programs.)

evidence of effectiveness Based on the results of the Gates-MacGinitie Reading Tests, students' mean rate of growth prior to participation in the Title I Remedial Reading program was .74 per month, as compared with a mean rate of growth of 1.45 per month during time in the program.

implementation requirements Adopters must submit administrative forms, schedule on-site inservice training, purchase instructional program materials, and provide adequate staff (one or two teachers and one aide per lab) and facilities to implement the program.

financial requirements Staffing: two teachers, one aide. Materials: teaching and testing materials, $48.05; worktexts from 10 publishers, $154.18; inservice training materials, $79. Total cost, $281.23.

services available An NDN-funded Developer/Demonstrator project.

Levels one and two awareness materials are available upon request at no cost. Project staff are available to attend out-of-state awareness conferences. Visitations to the Title I Reading Center are welcome from September-May, 8:00 a.m. to 4:00 p.m. Inservice training is available at project site or adopter site (costs to be arranged).

contact Louise Sears; Title I Reading Center; 701 Northwest 31 Ave.; Fort Lauderdale, FL 33311.
(305) 581-6410.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-89 Approved: 8/21/74

Compiled Summer 1979

PROJECT PROJECT UNDERSTAND: Arlington's Title I Program

descriptors

Advisory Committees, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Humanistic Education, Language Arts, Mathematics Instruction, Parent Participation, Reading Instruction, Remedial Instruction, Resource Room Programs, Validated Programs

target audience

Approved by JDRP as a K-6 program for students scoring at or below the 40th percentile in reading and language arts for whom a supplementary learning experience best meets their academic needs. It has been used in other settings to include math skill development as well, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program to help strengthen reading, language, and math skills in children, grades K-6, who need a supplementary learning experience.

A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-6 children scoring below the 40th percentile in the Comprehensive Test of Basic Skills (CTBS) whose needs require a supplementary learning experience beyond that which regular school programs provide. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority of students is seen in small groups (up to five) to encourage collaborative learning and interaction.

Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. A two-week planning and brain-storming session precedes each regular school-year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early.

The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life. The district-wide Parent Advisory Council received training in organizational-development and communications skills which resulted in the development of an Action Plan for the implementation of Parent Advisory Councils at each school. These local Parent Advisory Councils now meet on a monthly basis with the Title I staff and are actively involved in their children's learning process. A strong parent-involvement foundation has been laid and built upon by a part-time parent coordinator.

evidence of effectiveness

The Comprehensive Test of Basic Skills in reading, language arts, and math is used as a screening instrument to identify eligible students. The CTBS is also used on a pre/post basis, and in 1976-77 it indicated that Title I students in reading and language arts showed an average gain rate of 1.4 months for each month of instruction.

implementation requirements

Additional staff to supplement the regular classroom teacher is necessary. Because of the heavy involvement of this staff with parents, inservice training, planning and implementing the project, meeting with each Title I student for supplementary service of 150 minutes per week, and active participation in the decision-making process, a reasonable teacher-pupil ratio for full-time teachers is 1:29, and for part-time teachers, 1:14. Inservice training ($500-$1,000) in group dynamics for both parents and staff is desirable.

financial requirements

Costs for salary vary according to local salary schedules and depend upon the number of students served. Provision should be made for an administrator to coordinate total efforts, for a part-time parent coordinator, and a secretary. Commercially available materials already found in most classrooms are used, together with a wide variety of teacher-made materials.

services available

No special network funding supports this project's dissemination efforts.

Visitors are welcome by appointment, but awareness materials generally are not available. Project staff can attend out-of-state conferences if expenses are fully subsidized.

contact

Raymond A. Brodeur, Jr., Title I Director; Arlington Public Schools; 23 Maple St.; Arlington, MA 02174. (617) 646-1000, ext. 182.

Developmental Funding: USOE ESEA Title I

USOE JDRP No. 74-121 Approved 12/16/74

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PROJECT UPSTAIRS SCHOOL

descriptors Disadvantaged Youth, Economically Disadvantaged, Educational Alternatives, English, Humanistic Education, Individualized Instruction, Instructional Materials, Mathematics Instruction, Motivation Techniques, Reading Instruction, Remedial Reading Programs, Self Concept, Senior High Schools, Social Studies, Validated Programs

target audience Approved by JDRP as a reading program for students, grades 9-11, two or more years below grade level. It has been used in other settings with high school students two or more years below grade level in math and basic English skills, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program intended to improve the reading ability of educationally disadvantaged students.*

The Upstairs School is designed to take the student from "where he is" to grade level. Incoming ninth-grade classes at Roosevelt High School have consistently been among the "bottom" two or three in the Portland School District in basic skills. More than one-third of the student body is two or more years below grade level. The objective of the Upstairs School has been to demonstrate growth in reading comprehension, vocabulary, and basic math skills. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would learn if they could and if teachers were willing to commit themselves to providing the necessary structure and love. An atmosphere of work, trust, concern, and loving care is unique to the program. All students are working. All are enrolled for one 50-minute period in the area of their needs. Students enter, leave, and return depending upon individual need. Classroom teaching is conducted as follows: Reading is taught in an open-space classroom divided into four teaching stations plus a central lounge area for individualized-interest reading. Reading students study phonics, letter formation, creative writing, dictation of phrases, vocabulary, and oral reading; they master lists of words from stories to be read; they learn to read for information through one-minute reading exercises followed by 10-question tests. Speed reading is offered for those preparing to leave the program. Math class emphasizes the basic skills of addition, subtraction, multiplication, and division, using timed drills and worksheets. Teaching aids include calculators, digitors, and "thinking" exercises. Topics covered include decimals, fractions, percents, averages, and algebra. The English basic skills lab covers such skills as listening, following directions, dictionary usage, writing, library and map skills, spelling, and grammar -- some of the 19 basic competencies that students must meet before enrollment in a regular English class. Individual records keep the student constantly aware of competencies met.

The Upstairs School is a highly structured "school within a school" and an alternative school in every sense.

(Inservice classes for the teaching staff are held for the entire nine month period.)

evidence of effectiveness Through the end of the 1977-78 school year, the Comprehensive Test of Basic Skills, given each spring to all program participants, demonstrated gains in reading, language arts, and mathematics exceeding goals set by program. Beginning in 1978-79, in a development following JDRP approval, the project used the Portland Achievement Test in pre- and posttesting and Rasch Units and NCE scores to evaluate evidenced gains.

implementation requirements Mastery teaching method is successfully used with a variety of reading materials, including linguistic materials, basic reading series, magazines, and newspapers. All textbooks are phonetics-oriented. Special-interest books are low-vocabulary. In addition, many teacher-developed materials are used. No special staffing or facilities are required. Training is required. A single teacher or an entire district may adopt.

financial requirements Funding averages $250 per student, with the district providing the usual support services.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Joel W. Sappenfield, Project Director; 6941 N. Central; Portland, OR 97203. (503) 286-5781.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 30 Approved: 4/4-5/73

Compiled Summer 1979

PROJECT VRP: Reading Power in the Content Areas [formerly Vocational Reading Power (VRP)]

descriptors

Content Reading, Inservice Teacher Education, Interdisciplinary Approach, Post Secondary Education, Readability, Reading Instruction, Reading Material Selection, Remedial Reading, Secondary Education, Staff Improvement, Validated Programs, Vocational Education

target audience

Approved by JDRP as a staff development project for vocational programs whose students represented a broad range of ethnic and socioeconomic backgrounds, grades 11 and 12. VRP has been used at the postsecondary level and in junior and senior high nonvocational programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A staff-development project designed to help content area teachers minimize the ga[illegible]en student reading abilities and reading requirements of printed instructional mate[illegible]

The goals of this project are: to narrow the gap between student reading ability and the skill lev[illegible]red to read printed instructional materials; to help teachers make appropriate selections of printed [illegible]s and plan reading-related activities appropriate for the abilities of their students; to train every t[illegible]as a reading teacher regardless of his/her discipline. The project has attempted to reach these goals through development of teacher-training materials and vocational student reading-support materials.

The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Readability Analysis provides teachers with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge in making text selection, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen Reading in the Content Area Modules provide materials for teaching reading in the content areas. Each module contains an activity manual, specific commercial texts, and articles related to the topic. The modules, which are designed to be used in group or individual inservice, provide basic strategies and procedures that can be incorporated into any classroom curriculum. Vocabulary Development focuses on practical vocabulary activities the teacher can incorporate into the total curriculum. In addition, for vocational adopters, project-developed vocational student reading-support materials in the form of 32 Occupationally Specific Key Word Glossaries are available. Instructional Materials System involves the development of a resource system which provides teachers with ready access to a wide variety of instructional materials in their field.

(VRP was originally developed at the Oakland Schools, Pontiac, Michigan, and visitors are still welcome at the site. In May, 1977, the Developer/Demonstrator function for the project was transferred to The EXCHANGE at the Minneapolis Public Schools/University of Minnesota Teacher Center.)

evidence of effectiveness

Using the Gates-MacGinitie, Survey F, pretest comprehension data indicated 70% of project students were reading below eleventh-grade level and 20% below seventh-grade level. Posttest data revealed percentages of 57% and 12% respectively. Pre- and posttest gains were significant at the .05 level. A pre/post teacher training test indicated significant growth in teacher knowledge of test utilization and reading-related activities.

implementation requirements

A minimum of one staff person with a background in curriculum development and/or reading to act as director/coordinator on a part-time basis. Involvement of administrators, content area instructors, and reading consultants, if any are used. Adopters must implement either the Readability or Testing component and either the Vocabulary or Content Area Modules component; implementation of all four is strongly encouraged. Once a district completes a training and implementation plan, the D/D can provide a training workshop. The training workshop takes two or three days, depending upon the needs of the adopting/adapting district.

financial requirements

Staff development time must be provided. No new equipment or staff are required. Key Word Glossaries are available at $3 each, $75 per set of 32. Adopters of this component may purchase glossaries for each student or one or two per classroom. Cost of individual Reading in the Content Area Modules varies: entire set of 15, under $300. Adopters of this component will typically purchase a minimum of five modules and a maximum of one complete set.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochures are available. A filmstrip/tape can be borrowed or purchased ($15). A limited number of awareness presentations and half- or full-day preadoption workshops for schools are available. Half of D/D travel costs must be reimbursed. After an implementation and training plan is developed, D/D can provide a training workshop. Two-thirds of D/D travel costs must be reimbursed; training manuals must be purchased ($6 each). Project provides follow-up assistance to adopters during the first year of implementation.

contact Eileen Ostergaard, or Carol Burgess; The EXCHANGE; 166 Peik Hall; University of Minnesota; Minneapolis, MN 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-45 Approved: 5/14-15/74

Compiled Summer 1979

SECTION 10

SPECIAL EDUCATION/LEARNING DISABILITIES

ACTIVE: All Children Totally InVolved Exercising - New Jersey 10-5
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.

project CATCH-UP - California 9-12
A diagnostic/prescriptive laboratory program in reading and/or math.

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT - Missouri 5-8
A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

the CHILD DEVELOPMENT CENTER - California 5-9
A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.

CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project - Florida 12-3
A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program - Washington 9-15
An individualized reading program increasing the basic skill reading-achievement levels of inner-city students.

COGNITIVELY ORIENTED PRESCHOOL CURRICULUM - Michigan 5-12
A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

COMMUNICATION PROGRAMS - Washington 5-13
A program to help young children who have a variety of communication and language handicaps.

the COMMUNICATIONS WORKSHOP (CWS) - New Jersey 10-6
Designed to improve the quality of basic skills instruction afforded learning-disabled students, CWS provides a balanced curriculum that is both structured and student-centered, and provides for student-teacher accountability.

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project) - Wisconsin 5-15
A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP) - Missouri 9-18
A sequential small-group mathematics program designed to meet the needs of all children.

COPE: Cognitively Oriented Pre-Primary Experience - Pennsylvania 5-16
A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT - New Jersey 5-17
A performance-objective, individualized curriculum based on developmental norms, providing a management system for individualization and leading to proficiency in the basic skills.

DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE) - Florida 10-7
A comprehensive management system for the identification of and intervention with exceptional students.

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project - Florida 5-18
A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA) - New York 9-23
A basic arithmetic program with emphasis on developing, modeling, and mastering the basic concepts.

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP) - Kansas 2-5
A new method of organizing and managing an academic classroom.

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC) - Florida 9-25
A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

EARLY PREVENTION OF SCHOOL FAILURE - Illinois 5-20
A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

ELSMERE PROJECT - New Jersey 10-8
A vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED - Nebraska 10-9
A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

project ERIN: Early Recognition Intervention Network - Massachusetts 10-10
Coordinated training programs and service delivery systems aimed at harnessing the learning environment/materials/adult intervention to teach young children with special needs.

EVERY CHILD A WINNER With Movement Education - Georgia 12-6
An individualized movement-education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

the FAIL SAVE CONTINUUM OF SERVICES FOR LEARNING DISABLED STUDENTS - New Mexico 10-11
A continuum of special education services for learning-disabled students.

FAMILY-ORIENTED SPECIAL EDUCATION PRESCHOOL PROGRAM - Minnesota 10-12
A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), a mixed population of moderately and severely handicapped preschoolers (ages 4 and 5) with other handicapping conditions, and their families.

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (SETON HALL PROGRAM) - Minnesota 5-22
A program that prepares the parent to be the child's first and most significant teacher.

FAST: Functional Analysis Systems Training - Michigan 7-7
A developmental diagnostic/prescriptive teaching system for mainstreaming handicapped students.

FOCUS DISSEMINATION PROJECT - Minnesota 2-9
A successful secondary program for training teachers to deal with disaffected youth.

project HOME BASE - Washington 5-24
A program for "helping parents teach their own."

HOME START - Iowa 5-25
A readiness program for preschoolers who have been identified as showing a need for professional services before formal schooling takes place.

project INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology - Nebraska 9-40
A word-attack and spelling system, accompanied by direct teaching methods, for kindergarten through third-grade students.

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center [formerly Kansas City Behavior Analysis (BA) Follow Through Project #1: Resource Center] - Missouri 5-27
An individualized K-3 basic skills program with built-in motivation.

LEARNCYCLE: Responsive Teaching - New Jersey 8-8
An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high risk" students.

project LEARNING DISABILITIES: Early Identification and Intervention - Louisiana 10-13
An early identification program for students with learning disabilities.

LEARNING TO READ BY READING - California 9-42
A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials, especially useful in alternative schools.

MARC: Multisensory Approach to Reading and Reading Readiness Curriculum - Florida 9-44
A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.

MECCA: Make Every Child Capable of Achieving - Connecticut 5-29
An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.

MODIFICATION OF CHILDREN'S ORAL LANGUAGE - California 10-14
A special program for training staff to work with students having language disabilities.

NEW ADVENTURE: Success Strategies for Reading and Language - Florida 9-49
Comprehensive early childhood language arts and classroom discipline.

NORTHWEST SPECIAL EDUCATION (NWSE) - North Dakota 10-15
A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS - Oklahoma........................ 10-16
An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

PA: PROJECT ADVOCATE -- Northwestern Illinois Association - Illinois.................................... 10-17
A consistent, data-based, intensive learning environment for students.

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School) - Missouri.. 5-32
A program available to all preschool children, birth through four years, structured to increase each child's chances for success in school.

PARENT READINESS EDUCATION PROJECT (PREP) - Michigan... 5-33
An early-intervention project for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children and high school students learn pre-parenting skills while working with children.

PEECH: Precise Early Education for Children with Handicaps - Illinois.................................... 10-18
An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

PEOPEL: Physical Education Opportunity Program for Exceptional Learners - Arizona....................... 12-10
A specially designed, success-oriented physical education program for high school students with unique needs utilizing peer-tutors (student aides) to emphasize individualized training.

PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3 - Illinois... 10-19
A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.

PERCEPTION+ - New Jersey... 5-34
A prerequisite to any formal learning discipline.

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN - Iowa.. 8-9
A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project - Florida.. 12-11
A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

POSITIVE ATTITUDE TOWARD LEARNING (PATL) - Illinois.. 8-10
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

PRECISION TEACHING PROJECT: The Sacajawea Plan [formerly Remediation of Learning Deficits Through Precision Teaching: The Sacajawea Plan] - Montana... 10-20
A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.

PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME - Washington.. 5-37
A program designed to accelerate and maintain developmental gains of children with Down's syndrome, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.

a PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS - Texas... 10-21
A home intervention program involving parents in the teaching of their handicapped children.

RE-ED SCHOOL OF KENTUCKY - Kentucky.. 10-22
A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.

the RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN - Georgia.. 10-23
A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

SCHOOL VOLUNTEER DEVELOPMENT PROJECT - Florida... 9-65
A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

project SHARE: Sharing High Yield Accountability with Resource Educators - Minnesota..................... 10-24
An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

project SKI*HI - Utah.. 10-25
A statewide program providing identification and language facilitation for hearing-handicapped children, birth to age 6, through home management.

project STAY: School To Aid Youth - Oklahoma 5-40
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

STRATEGIES IN EARLY CHILDHOOD EDUCATION - Wisconsin 9-68
A continuous-growth program with sequential program materials which bridges the gap between preschool, kindergarten, and first grade.

project SUCCESS FOR THE SLD CHILD - Nebraska 10-26
A prescriptive program and classroom delivery system for pupils, grades 1-4, with specific language disabilities.

project SUCCESS: Handicapped - Washington 10-27
Low-cost academic and self-management programs for handicapped elementary school students.

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS) - Minnesota 10-28
A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

the TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN - Oregon 10-29
An individualized skills instruction program for moderately to severely handicapped children.

PROJECT ACTIVE: All Children Totally InVolved Exercising

descriptors Adapted Physical Education, Elementary Secondary Education, Handicapped, Individualized Instruction, Special Education, Validated Programs

target audience Approved by JDRP for handicapped, ages 6-60, non-handicapped, grades K-9, physical education teachers, special education teachers, recreation teachers, and paraprofessionals. It has been used in other settings with pre-K and grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.*

Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program; diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions; and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation; a total curriculum package that can be implemented immediately at minimal cost; compliance with the federal mandate requiring "written education programs for the handicapped population"; unlimited support services at no cost to enhance successful implementation; and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e., the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has also developed low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations.

No special facilities are required. Comprehensive programs can be initiated in limited space. A 30'x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 20-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

evidence of effectiveness Testing of 80 teachers trained in 1973-74 on the Teacher-Cognitive-Psychomotor Test showed 80% mastery on 25 competencies. Pre- and post-testing at a six-month interval in 1973-74 of matched experimental and control groups on the Township of Ocean Motor Ability Test showed experimental groups' performance comparable to normal groups' performance, and minimal gains for control group.

implementation requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g., by inclusion of the ACTIVE program in the special education curriculum, or by use of the team teaching approach). Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedule for each trainee must be submitted to project prior to training.

financial requirements Complete training model kit (12 manuals and three packets of spirit masters), $63.50. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid.) Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome at demonstration sites in project state and other states (notify two weeks in advance). Training is conducted at the project site or satellite sites (adopting site must cover visitation costs). Training is conducted out of state (exemplary project staff travel and room/board costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid). Adopter districts are provided extensive follow-up services at no cost.

contact Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Administration Building; 163 Monmouth Rd.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-97 Approved: 9/18/74

Compiled Summer 1979

PROJECT THE COMMUNICATIONS WORKSHOP (CWS)

descriptors Behavior Change, Content Reading, Cross Age Teaching, Educational Alternatives, Educational Environment, English, Humanistic Education, Individualized Instruction, Interdisciplinary Approach, Learning Disabilities, Motivation Techniques, Perceptually Handicapped, Remedial Reading Programs, Secondary Education, Social Studies, Special Education, Team Teaching, Validated Programs

target audience Approved by JDRP as a cross-age teaching program, grades 7-12, for perceptually impaired or learning-disabled students. It has been used with students qualifying for compensatory and supplemental instruction, and non-classified students deficient in reading, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *Designed to improve the quality of basic skills instruction afforded learning-disabled students, CWS provides a balanced curriculum that is both structured and student-centered, and provides for student-teacher accountability.*

A critical feature of the CWS program is that the process of reading is viewed as the focus of social studies and English. Thus, a reading emphasis is imparted to all content area instruction. Together with team teachers, students in the program design goals that reflect their personal interests and needs. Students are provided the freedom to learn in an informal, relaxed atmosphere. This "human" approach, tempered by the program's well-designed motivation strategies, intervention strategies, and classroom monitoring systems, creates a subtle yet effective structure for teacher and student accountability.

The CWS program has five basic elements. Its personal, humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as facilitator of learning in a family-like atmosphere which fosters personal pride and a positive response to the academic setting. Student responsibility for his/her own academic program nurtures self-motivation and self-discipline. Its student activities monitoring system relies on systematic personal observations to yield data regarding amount of time spent in over 100 possible classroom activities, patterns of time usage, materials use, instructional grouping, and actual sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data relative to each student's program, providing information regarding quantity, quality, and level of work completed. It signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. Its student motivation strategies enable the team to create and sustain student interest, and are used to modify negative or inconsistent behavior through personally planned interactions. Program intervention strategies enable the team to encourage active student involvement in their personal academic programs and to discourage unproductive "non-academic" activities by fostering more positive, personal teacher/student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results.

evidence of effectiveness Testing with Gates-MacGinitie on reading comprehension indicates that the average student learned 5.52 times faster than prior to entering CWS. In vocabulary knowledge, the average student learned 5.66 times faster. CWS students improved significantly in attitude toward school and self as measured by Piers-Harris Children's Self Concept Scale and I.O.X. School Sentiment Index.

implementation requirements One full-time teacher must be a skillful and resourceful reading teacher, capable of individualizing instruction and demonstrating a humanistic attitude toward teaching. Two part-time supplemental teachers who complement this style of teaching are also needed. If students in the program are to be classified as perceptually impaired, teachers must be properly certified. If available without expenditure, a near-by off-campus setting is preferred. The physical setting should maintain an informal, open atmosphere, and classroom furniture that permits freedom of movement should be used. One or several units may be implemented, depending upon need.

financial requirements Start-up cost estimated at $140 including four sets of teacher manuals at $35 per set. Each set includes teacher's guide and student activity/program monitoring manuals. Wide variety of commercially available materials and A-V equipment already found in most classrooms is used. Other possible start-up costs: travel to adopter site, substitute salary for three teachers. Reassignment of personnel is projected so no additional cost is necessary for staffing.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are free. Visitors are welcome by appointment. Training is conducted at project site (adopting site must cover own costs). Training may be conducted out of state in summer and on weekends (project staff costs must be covered). Project can attend out-of-state conferences, weekends and/or summer (expenses must be paid). Alternate contacts: Bernard S. Shore, Director of Special Services, or Aubrey J. Sher, Superintendent of Schools; same address as below.

contact John E. Cowen, or Joseph A. Bukovec; Communications Workshop (CWS); Teaneck School System; 1 W. Forest Ave.; Teaneck, NJ 07666. (201) 837-2232, ext. 313.

Developmental Funding: USOE ESEA Titles III and IV-C USOE JDRP No. 78-191 Approved: 6/5/78

PROJECT DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE)

descriptors Delivery Systems, Elementary Education, Handicapped Children, Identification, Individualized Programs, Inservice Teacher Education, Interdisciplinary Approach, Intervention, Mainstreaming, Primary Education, School Community Cooperation, Special Education, Validated Programs

target audience Approved by JDRP for students with mild emotional disturbance, specific disabilities, and educable mental retardation, K-2. DMSE also operates for 3-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A comprehensive management system for the identification of and intervention with exceptional students.*

The DMSE project is the result of a six-year effort to develop and implement an exemplary service delivery model. The following procedures are incorporated into DMSE's delivery system: early identification of exceptional children, taking into consideration the student in relation to his or her total environment; referral of families to appropriate community service agencies and monitoring of the service delivery; training of regular and exceptional-child teachers.

The project uses three programs to train personnel who are designated to carry out DMSE procedures in adopting school districts. Pre-school Screening is a workshop which trains general educators on the characteristics of exceptional children; it fosters more appropriate referrals. Individual Educational Plan is a workshop in writing IEPs using the validated DMSE model which conforms to P.L. 94-142; it addresses curriculum selection, mainstreaming, and the writing of behavior objectives. Role Models eliminates duplication of services by training the interdisciplinary team members (school psychologist, school social workers, and consulting teacher).

A Total Program Manual, which outlines identification and intervention procedures and includes reproducible sample forms, is used in training. Monitoring and technical assistance is available following training and implementation of procedures.

evidence of effectiveness Sixty-two children living in two rural low socioeconomic level counties were evaluated in the classroom on the basis of the number of criterion-refereced short-term IEP objectives that were mastered directly following instruction. At least 80% of the students mastered 80% of the prescribed/instructed objectives.

implementation requirements The DMSE identification and intervention procedures are available for adoption/adaption as a total program or as individual workshop components. An individual teacher, a school, or a school system can implement the procedures immediately following one to three days of training, which can be arranged either at the demonstration or adopter site. Implementation of the procedures requires the purchase of a Total Program Manual.

financial requirements The cost for adoption/adaption varies according to school system size, degree of implementation, and existing personnel. Program materials required: Total Program Manual, $20; Workshop Training Packets, $1 per participant.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (exemplary project staff expenses must be paid).

contact Deborah King, Director; DMSE Project; P.O. Box 499; Monticello, FL 32344. (904) 997-3781.

Developmental Funding: - USOE ESEA Title IV-C USOE JDRP No. 79-6 Approved: 3/16/79

Compiled Summer 1979

PROJECT ELSMERE PROJECT

descriptors Community Involvement, Curriculum, Daily Living Skills, Individualized Instruction, Learning Activities, Parent Participation, Prevocational Education, Special Education, Trainable Mentally Handicapped, Validated Programs, Vocational Education, Work Experience Programs

target audience Approved by JDRP for students, ages 5-21, classified by child study teams as trainable mentally handicapped (TMH).

description *A vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.*

The Elsmere Project meets the individual needs of TMH students by providing individualized instruction in five essential areas: academics, socialization, independent living, pre-vocation, and vocation. For each area the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time, and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock, and so on. Students are involved in rudimentary training and work activities such as assembling, packaging, and collating. More accelerated students participate in a formalized vocational training program which reflects community manpower needs; on-the-job training is provided for students in the final stages of the training program. Each student's level of functioning is determined by the Glassboro Trainable Assessment Profile (G-TAP), a project-developed instrument also used to measure student growth over time.

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by advising on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

evidence of effectiveness Data collected three years after project implementation at the Glassboro site indicate that project students score significantly higher in independent living, socialization, and pre-vocational skills than a matched control group. In addition, 67% of Elsmere graduates have jobs in sheltered or competitive settings.

implementation requirements The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make partial adoptions. A five-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use developer-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

financial requirements Costs vary with materials, supplies, and resources on hand. Start-up costs for vocationally related equipment and supplies, staff training, and assessment can reach $6,000. Maintenance costs are minimal. Staff members can be reassigned.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and at additional home-state demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact H. Mark Stanwood, Project Director; Glassboro Public Schools; Administrative Annex;
N. Delsea Dr.; Glassboro, NJ 08028. (609) 881-2290.

Developmental Funding: USOE ESEA Titles III and IV-C USOE JDRP No. 79-23 Approved: 5/17/79

Compiled Summer 1979

PROJECT ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

descriptors

Behavior Change, Behavior Problems, Diagnostic Teaching, Educable Mentally Handicapped, Elementary Education, Emotionally Disturbed, Home Visits, Individualized Instruction, Learning Disabilities, Mainstreaming, Resource Room Programs, Special Education, Validated Programs

target audience

Approved by JDRP for mildly handicapped (educable mentally handicapped, learning-disabled, emotionally disturbed) students, grades 1-6. This program has been used in other settings at the secondary level, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domains. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; it is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs.

Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students.

One of the concepts making the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. He or she continues to be the youngster's homeroom teacher, even though the youngster spends time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, the Learning Center teacher has a responsibility to monitor the student's total program. Parental communication is guaranteed by four required home contacts during the year. Through their role in the program, the regular classroom teachers have become more knowledgeable about handicapping characteristics and more competent in working with handicapped students.

evidence of effectiveness

Some student outcomes (class averages) -- behavioral rating (five-point scale): pretest 2.70; posttest 3.61. Self-concept (preferred responses on 25-question scale): pre 13.64, post 14.97. WRAT, reading: pre 2.73, post 3.38; spelling: pre 1.97; post 2.85. Arithmetic: pre 2.10, post 2.90. Parent questionnaire: 100% positive on all questions (91% return).

implementation requirements

At least three people will attend a three-day workshop. Trainees will include an administrator, a regular classroom teacher, and a special education teacher. Location and costs to be arranged. Adopter agrees to use same student evaluation scale as project and to furnish results for comparison. D/D agrees to three days' consultation during first year of adoption at site. Program requires district commitment and recommends operating in one building the first year. A classroom, a qualified teacher, an aide, and a variety of materials are required.

financial requirements

District must employ teacher and aide. Materials and supplies cost $5,000 initially. Other costs depend on what adopter has available, such as furniture for room of 15, audio-visual equipment, etc. In D/D district, cost would be $20,000 for teacher, aide, and materials during first year.

services available

No special network funding supports this project's dissemination efforts.

Initial awareness material (brochures, videotapes, live presentations) are available at no charge. Awareness manual and one-day conference (at project or adopter site) are also available (costs to be arranged). Visitors welcome by appointment at several sites. After signing of adoption agreement, a three-day workshop is offered at project or adopter site (costs to be shared). Three days of consultation are free during first year as long as funds are available.

contact

Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NE 68046. (402) 339-3411.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-84 Approved: 6/6/74

Compiled Summer 1979

PROJECT PROJECT ERIN: Early Recognition Intervention Network

descriptors Delivery Systems, Handicapped Children, Home Instruction, Identification, Inservice Teacher Education, Intervention, Parent Participation, Performance Based Education, Preschool Education, Primary Education, Special Education, Teacher Role, Validated Programs

target audience Approved by JDRP for children 2-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

description *Coordinated training programs and service delivery systems aimed at harnessing the learning environment/materials/adult intervention to teach young children with special needs.*

The ERIN System is being utilized for two- to seven-year-olds and their parents in specialized preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children.

The ERIN Training Program for Adults (special and regular teachers, coordinators, and parents) provides the equivalent of three to six college credits through a week-long Institute, augmented by on-site consultation with ERIN staff. Each adult implements a year-long program in his/her learning environment for two or more children with special needs, following weekly units of observation and action. There are two 16-unit sets for the first ERIN year, one for mainstream and one for specialized sites. More detailed (spiraling) units are available for subsequent years. Competency certificates are given for each module (set of units) completed. The program works best when a local coordinator continues training, using ERIN materials for each module, and provides feedback to local teachers on a regular basis. Training and support materials are modeled at the Institute.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills -- all organized into self-help, developmental concept, and academic readiness content areas, depending on the age of the child. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to each child, with greater intensity in specialized programs.

evidence of effectiveness Specialized programs: preschool children (moderate to severe special needs) gained five extra months' development during a six-month period (McCarthy Scales of Children's Abilities). Mainstream programs: K-1 children (mild to moderate special needs) showed greater gains than control children on McCarthy, Metropolitan Readiness Test, and Preschool Screening System.

implementation requirements Initial five-day Institute for teachers/coordinators, plus one hour of local supervision weekly per classroom, with quarterly on-site visits by ERIN consultant during the first year. Strong administrative support and a multi-year involvement of geometrically decreasing ERIN support is required for implementation of a full range of regular and special classroom and home teaching components.

financial requirements Cost of developing a local ERIN program includes training materials, Institute fees ($250 per participant), travel and allowance for local staff, and all ERIN staff expenses for on-site visits as scheduled.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and demonstration sites in four other states by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Five days of training for coordinators and/or lead teacher are scheduled during summer months at project site (adopter pays only its own costs).

contact Peter K. Hainsworth, Director of ERIN, 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.

Developmental Funding: USOE BEH — USOE JDRP No. 78-186 — Approved: 7/13/78

PROJECT THE FAIL SAVE CONTINUUM OF SERVICES FOR LEARNING DISABLED STUDENTS

descriptors

Basic Skills, Elementary Secondary Education, Learning Disabilities, Mainstreaming, Special Education, Validated Programs

target audience

Approved by JDRP for students with specific learning disabilities, grades 1-8. It has been used in other settings with children having other handicapping conditions, in both rural and urban areas, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A continuum of special education services for learning-disabled students.

The program is designed to provide a model educational program for children with specific learning disabilities. The "Fail" refers to a district's failure to meet the needs of these students. The "Save" represents the adaptation of the educational setting to meet the students' individual needs.

There are five phases in the Fail Save Continuum, only two of which (for the mildly and moderately handicapped) have been operationalized in New Mexico's Child Demonstration Centers. Since the main objective of the program is to emphasize the educational strategies that will allow the child to function adequately in (or as near as possible to) the regular classroom situation, only the first two phases have been implemented to demonstrate that an identified learning-disabled child can function effectively in the least restrictive educational setting.

Measurement of student progress in the basic academic skill areas is an integral part of every phase of the model. At any time, in any phase, a decision can be made to move the child along the continuum toward the goal of full-time regular class programming without special intervention. However, before a child can be moved to a more intensive program phase or re-cycled in the same phase, he or she must remain in that phase for a predetermined period of time.

evidence of effectiveness

Evaluative data analyzed annually over four years show that children with measurably low expected gains can make significant academic gains given the opportunity of movement within a continuum of services that allows each child the most appropriate and least restrictive type of special intervention.

implementation requirements

The model is an administrative design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the school or adopting district. Requirements for the adopting agency include: qualified special education personnel with consultive experience; commitment to the model; appropriate equipment and materials for the handicapped population served; and teacher-training time.

financial requirements

Costs vary with the number of programs implemented; local salary schedules and facility costs must be considered. Adopters should make provisions for administering the programs and provide time for staff development. Commercially made materials, already available in most special education programs, may be used.

services available

No special network funding supports this project's dissemination efforts.

A limited supply of awareness materials is available. A slide presentation that covers the phases of the Fail Save Continuum and depicts the general flexibility of the program is available on loan.

Alternate Contact: Glen Van Etten; Dept. of Special Education; University of New Mexico; Albuquerque, NM 87131. (505) 277-5018.

contact Daphne Rowden; Albuquerque Public Schools; North Area Office; 120 Woodland N.W.; Albuquerque, NM 87107. (505) 345-8531.

Developmental Funding: USOE BEH

USOE JDRP No. 78-171 Approved: 4/18/78

Compiled Summer 1979

PROJECT FAMILY-ORIENTED SPECIAL EDUCATION PRESCHOOL PROGRAM

descriptors Counseling, Educational Diagnosis, Handicapped, Interdisciplinary Approach, Parent Education, Parent Participation, Preschool Programs, Special Education, Team Teaching, Validated Programs

target audience Approved by JDRP for preschool children with developmental and communication disorders -- including all types of handicapping conditions except autism and severely/profoundly physically impaired -- and their parents.

description *A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), a mixed population of moderately and severely handicapped preschoolers (ages 4 and 5) with other handicapping conditions, and their families.*

This project now operates solely as a Minneapolis Public Schools special education program funded through the combined resources of local, state, and P.L. 94-142 monies. The program is family-oriented and noncategorical, assuming individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors. Program options change as the needs of the population served change.

Counseling, education, and guidance of parents ensure active family participation in the program. Service options for families include individual parent guidance and parent-teaching sessions, weekly parent meetings, monthly parent meetings, single parent groups, and "men only" meetings.

evidence of effectiveness Written objectives are developed in each of the following areas to assess program effect: individual child, family, clinical assessment, and program management. More than 76% of the program's "graduates" are integrated into elementary schools.

implementation requirements Beginning programs are encouraged to implement only portions of the program. The use of a multidisciplinary staff depends on available resources. Ideally, staff are hired or contracted for. Facility requirements depend on the extent to which the programs are being implemented. Anyone interested in specifics regarding staff qualifications, staff inservice training, facility requirements, or other implementation concerns should contact the program coordinator.

financial requirements Per-pupil cost (1978-79 rates) estimated at $10.86 per day.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment.

contact Nancy Shaner, Coordinator; Special Education Preschool Program; 3017 E. 31st St; Minneapolis, MN 55406. (612) 721-5007.

Developmental Funding: USOE BEH Title VI-C USOE JDRP No. 75-48 Approved: 5/15/75

PROJECT PROJECT LEARNING DISABILITIES: Early Identification and Intervention

descriptors Identification, Intervention, Learning Disabilities, Mainstreaming, Parent Participation, Primary Education, Remedial Instruction, Resource Teachers, Self Concept, Special Education, Validated Programs

target audience Approved by JDRP for students with learning disabilities, grades K-2.

description *An early identification program for students with learning disabilities.*

Project Learning Disabilities' overall goal was to identify students with learning disabilities in the kindergarten and provide special instruction within the structure of the regular classroom and/or resource room. To achieve this goal, activities were conducted in the student, teacher, and parent components. The objective of the student component was to improve the achievement skills, social skills, and self-concepts of children with learning disabilities. The objective of the teacher component was to improve the classroom teachers' competencies in applying remediation techniques to children with learning disabilities in their classrooms. The objective of the parent component was to involve parents in the education of their children so as to increase their understanding of characteristics of children with learning disabilities, the need for learning disabilities programs, and child-rearing techniques for children with learning disabilities.

Activities for the student involved the development and use of individual prescriptions. Regular classroom teachers were trained to identify and remediate learning-disabled students. Resource teachers were employed to act as consultants and helpers to assigned classroom teachers who taught the target students. The resource teachers wrote instructional prescriptions for the target students, reviewed the prescriptions with the classroom teachers, and trained them in use of the prescriptions. Parents were actively involved in the education of their children as they visited the classroom and participated in training sessions.

evidence of effectiveness The evaluation plan for the first year of the project was a pre/posttest design using data collected from target students in areas of achievement skills, social skills, and self-concept. The Walker Readiness Test indicated that students gained more in achievement than expected -- a mean gain of 8.75 pre/post (.001 level of significance). The Thomas Self-Concept Test showed gains at the .01 level of significance.

implementation requirements Adopting administration must be committed to starting a learning disabilities program and to setting up an evaluation plan for adopting district. Staffing requires a certified special education teacher. Facilities and space found in any typical elementary school are adequate to the program's needs. Program can be adopted by one elementary school or by all elementary schools in a system.

financial requirements Start-up cost varies according to personnel available. School districts must have special education teachers and qualified personnel to evaluate students. Cost of equipment and materials for resource room also varies according to needs assessment. A wide variety of commercially available materials already found in most classrooms is used.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available; curriculum materials are available to adopters. Visitors are welcome by appointment at developer site. One/two-day training sessions are held at developer's site or at adopter's site. Follow-up technical assistance to adopter is available. Travel expenses for training at adopter site must be paid by LEA and/or Facilitator.

contact Ruth Arnaud, Coordinator; Project Learning Disabilities; New Orleans Public Schools;
731 St. Charles Ave; New Orleans, LA 70130. (504) 524-8592, ext. 351.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 9   Approved: 4/19/73

PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

descriptors Bilingual Education, Educable Mentally Handicapped, Handicapped, Individualized Instruction, Inservice Education, Language Handicaps, Performance Based Education, Special Education, Speech Skills, Teaching Methods, Validated Programs

target audience Approved by JDRP for language-handicapped students, preschool to adult.

description *A special program for training staff to work with students having language disabilities.*

This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing teachers with materials, an objective of the project is to provide teachers with an instructional strategy, and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language-delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individual. It is particularly valuable in early childhood education centers, classes for the educable and trainably mentally retarded, and speech-correction centers.

(The project was originally developed in eastern Pennsylvania through the Central Susquehanna Intermediate Unit, but has been adopted by many other districts throughout the United States.)

evidence of effectiveness Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test. In 1973, mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains, e.g., the Peabody Picture Vocabulary Test, the Northwestern Syntax Screening Test, and the Boehm. Data collected over a two-year period. Students had varying language disabilities.

implementation requirements Initial four- to five-day training workshop required. Follow-up on-site visits at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

financial requirements Monterey Language Program Starter Kits, $105 for each project participant. Area must contract with Monterey Learning Systems for training aspects of project. The only other start-up cost is development of a reinforcement menu.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated).

contact Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-8980.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 6 Approved: 4/16/73

PROJECT NORTHWEST SPECIAL EDUCATION (NWSE)

descriptors Elementary Education, Individualized Instruction, Individualized Programs, Inservice Teacher Education, Learning Disabilities, Special Education, Team Teaching, Validated Programs

target audience Approved by JDRP for students with specific learning disabilities (SLD), grades 1-8. It has been used in other settings with grades K and 9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.*

Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized learning-disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach is required.

Project NWSE provides a framework that describes a process for personalizing instruction. The critical elements of the process are assessment, programming, and evaluation. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming.

Adoption of the NWSE project becomes a "course in a child" as the teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, and limitations and the specific classroom situational factors the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

evidence of effectiveness Pre/post data on criterion-referenced and selected standardized tests demonstrate that achievement referenced to the type of instruction moved the group average (using the pretest mean as a baseline) from the 50th to the 69th percentile. This represents a sizable gain for students not expected to learn incidentally. Tests used: Screening Test to Be Used by Classroom Teacher, Wold; Classroom Reading Inventory, Silvaroli; Wide Range Achievement Test; Key Math, Dolch Word Lists, and NWSE instruments.

implementation requirements Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment to be demonstrated by provision of a completed needs assessment, release time for staff development, and budgeting of funds for materials and travel. The program may be implemented by classroom teachers with specialized support from special education personnel. Facilities and space found in schools are adequate. Technical assistance and staff training is necessary both prior to and during implementation and with follow-up and monitoring activities. Requires no reassignment of personnel.

financial requirements NWSE handbook (permission given to reproduce parts as needed), $20 (access by adopter building). A workshop packet for use by each participant in training activities, $10. Total estimated cost for the commercial tests (Wold Screening, Silvaroli Reading, WRAT, and Key Math), less than $50. Other costs: staff release time, materials, space for training and related activities, and travel and per diem expenses of trainer and/or adopter personnel as determined by site (D/D or adopter).

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Awareness and training sessions are conducted at adopter site or project site. Visitations to D/D site are not a prerequisite for adoption. Technical assistance scheduled as needed. D/D can provide funds on a cost-share basis for regional conferences for certified trainers.

contact Joan Bonsness, Project Director; Northwest Special Education; Box 585; Lignite, ND 58752. (701) 933-2532.

Developmental Funding: USOE ESEA Title III   USOE JDRP No. 75-7   Approved: 1/15/75

PROJECT OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

descriptors

Curriculum, Diagnostic Teaching, Individualized Instruction, Instructional Media, Learning Disabilities, Learning Laboratories, Mainstreaming, Mathematics Instruction, Reading Instruction, Remedial Instruction, Resource Room Programs, Secondary Education, Special Education, Validated Programs

target audience

Approved by JDRP for learning-disabled students, secondary school, grades 7-12.

description

An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

The major goal of this project is to provide each identified learning-disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab; a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students; and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic/prescriptive project follows the curriculum offered in the regular classroom where possible. A student with a reading disability might spend two periods daily in the learning lab during English and social studies periods. Another student with a math disability might spend only one period each day in the learning lab during regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and learning lab classrooms. The content for the learning lab is determined by a prescription from the prescriptive teacher aimed at helping the student remediate or compensate for his/her learning disability.

evidence of effectiveness

A three-year evaluation design showed a significant increase in verbal IQ (Wechsler Intelligence Scale) and reading achievement (WRAT and Durrell Reading Test) as compared to control group (actual gain in reading achievement 274% of expected gain) and a reliable increase in areas of personal and social self-esteem (Piers-Harris Self Concept Scale). One in five students in the program (18%) is successfully mainstreamed after one year in the program.

implementation requirements

A classroom to use as a learning lab. A certified LD teacher to staff the learning lab and a prescriptive diagnostician to write prescriptions and provide follow-up. A three-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and materials appropriate for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project. Adaptions are possible.

financial requirements

Start-up costs (excluding salaries) vary from $500-$2,500 per learning lab to provide for equipment and materials. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, language masters, filmstrip viewers, calculators) is commonly found in learning labs. Other costs: travel, lodging, and meals for two trainers during three-day training and one follow-up visit.

services available

An NDN-funded Developer/Demonstrator project.

Visitors are welcome. Three-day training workshop at project or adopter site (adopter pays own and staff costs). Project staff available for awareness conferences (expenses must be partially subsidized). Awareness brochure, free; Multi-Media Materials Catalogue, $5; I Used To Could Spell Wensday (catalogue of teacher- and student-made materials), $5; Teacher Training Manual, $6; booklet of Diagnostic Evaluation Forms, $3; Crosscurrents: Prescriptive Teaching Handbook, $7; and a series of videotapes, $5 each for three-week loan.

contact

Linda C. Wilson, Developer/Demonstrator Director; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3; Cushing, OK 74023. (918) 225-4711 or -1882.

Developmental Funding: USOE BEH Title VI-G   USOE JDRP No. 76-103   Approved: 10/18/76

PROJECT PA: PROJECT ADVOCATE -- Northwestern Illinois Association

descriptors Behavior Change, Behavior Problems, Contingency Management, Elementary Secondary Education, Emotionally Disturbed, Humanistic Education, Motivation Techniques, Parent Child Relationship, Parent Education, Special Education, Validated Programs

target audience Approved by JDRP for students from preschool to tenth grade (ages 4-16) with severe emotional or behavioral disorders.

description *A consistent, data-based, intensive learning environment for students.*

PA is a short-term (three- or four-semester), self-contained, regional special education program for severely behavior-disordered students. Referrals prevent extrusion into hospitals or residential facilities. Students are referred because they are noncompliant, swear, talk back, pester, disrupt classroom environment, destroy property, steal, or are physically abusive. Most have difficulty with authority figures, complying with requests, and self-control; however, they are not hard-core delinquents, psychotic, or autistic. The student body is multiracial.

Through structure and the reinforcement of positive interactions, students are assisted in making adaptive decisions. PA uses positive reinforcement and a token economy. Students are on a behavioral-level system. Each level has more privileges. Quiet-training procedures are utilized for disruptive behavior: chair in corner, mat, or time-out room.

The four major aspects of the program are: academics; social behaviors; affective curriculum (decision making, values, relaxation training via group process); and parent groups (teaching child-management skills) and family therapy. Behavioral objectives are reviewed three times per year and revised as necessary. The techniques and procedures are derived from experimental analysis of behavior, broad spectrum behavior therapy, and humanistic education.

PA support staff integrate students into LEA programs in the home community and provide follow-up consultation.

evidence of effectiveness One month academic gain per month. In 1977-78, following JDRP approval, Brigance Diagnostic Inventory of Basic Skills showed 80% decrease in inappropriate behaviors. By end of second semester, 85% of students were completing assignments, with 90% of work correct. Improvement in parent-child management skills evaluated via self-report data. Population: low-income urban.

implementation requirements May be adopted by school, district, or co-op. Administrator, diagnostic consultant, and parent-student counselor: MA and two to four years' experience. Teachers: BA certification in BD or LD. Aides (one per class): high school diploma. Speech therapist: MA. Inservice training (before initiation of program): 40-60 hours. Software: intake criteria and checklists; token economy; policies/procedures manual.

financial requirements For 65 students: instructional materials, $1,000; inservice software, $500; affective curriculum (start-up), $500. Salaries will vary. Gross cost per student per school year, $5,000-$6,000 before state and/or federal reimbursement for personnel and extraordinary services for students.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost. Visitors are welcome by appointment. Training or consultation may be conducted at project site or adopter site (adopter must cover all training costs as well as own costs).

contact Mark L. Becker; Project Advocate; 210 S. Sixth St.,; Geneva, IL 60134. (312) 232-7997.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-61 Approved: 7/24/75

Compiled Summer 1979

PROJECT PEECH: Precise Early Education for Children with Handicaps

descriptors Handicapped Children, Home Visits, Individualized Programs, Paraprofessional Personnel, Parent Participation, Preschool Education, Resource Center, Special Education, Validated Programs

target audience Approved by JDRP for handicapped children, ages 3-6, and their families.

description *An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.*

The PEECH Project serves handicapped children ages 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based round-ups designed to screen all young children. Children identified as high-risk receive an in-depth psychoeducational assessment to determine eligibility. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor, and social skills.

Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations of each child. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions.

Families are involved through an extensive individualized program. Parents have input into the educational program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents interested in books and tapes for themselves, as well as in books, records, and toys for their children.

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary service from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and paraprofessional only.

evidence of effectiveness The mean I.Q. of all children (handicapped and model) enrolled in one PEECH classroom was 87, with a range from 35-125. Posttests revealed a gain of 9.1 points (for a posttest range of 47-136). Of these children, 86% entered a regular educational program, with only 14% being placed in a special program.

implementation requirements Sites must independently identify a source of funding and administrative support for the hiring and training of staff. They also must screen and identify children, and provide classrooms for program.

financial requirements The project disseminates a variety of manuals, including: Administration, Evaluation, Classroom Planning and Programming, and Parent Involvement. Commercially available: Goal Language Kit, Learning Language at Home, Creative Games for Learning, Karnes Early Language Activities, and Goal Math Kit.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted in- and out-of-state (costs to be arranged). Some training is conducted at the University of Illinois site (adopting site must cover own costs).

contact Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Development; University of Illinois, Colonel Wolfe School; 403 East Healey; Champaign, IL 61820. (217) 333-4890.

Developmental Funding: USOE BEH USOE JDRP No. 75-74 Approved: 11/10/75

PROJECT PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3

descriptors Developmental Stages, Diagnostic Tests, Home Education, Home Visits, Individualized Programs, Interdisciplinary Approach, Mentally Handicapped, Parent Participation, Physically Handicapped, Preschool Education, Special Education, Task Analysis, Therapy, Validated Programs

target audience Approved by JDRP for handicapped infants, ages 0-3, and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

description *A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.*

The ongoing direct service program serves children ages 0-3 at risk, mentally retarded and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service home-based programming (including occupational, physical, and speech therapy when appropriate), and parent support systems.

Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and/or occupational therapy services are available. Parent involvement is viewed as crucial to the success of the educational program, and parent support systems are an integral part of the program. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained.

Modeled on the direct service program, the training program assists agencies serving children ages 0-3 to develop and/or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency and/or community, training involves an intensive three- to five-day initial workshop and four to six follow-up visits. Within one year, trainees achieve competencies necessary to implement the program model in their local agency or program.

evidence of effectiveness Over a one-year period 99 children from a variety of socioeconomic backgrounds were measured with the Functional Profile (a project-designed instrument; reliability and concurrent validities established in an independent study) and the Denver Developmental Screening Test. Study design compared actual growth with estimated growth. Significant gains were found in personal social, cognitive-linguistic-verbal, eating, toileting, and dressing. Gains for fine and gross motor were not as great; one half of the test population was orthopedically handicapped.

implementation requirements Adopters must currently be serving an infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must be willing to work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. One or more components must be adopted/adapted to be considered an implementation. A minimum two-year commitment is required.

financial requirements Start-up cost of the direct services program for 20 children: $1200-$2000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy: $2000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

services available A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available for out-of-state awareness meetings (cost to be arranged). Training is conducted at project site (adopter pays only its own travel costs). Project staff are available for training at adopter site (cost to be negotiated).

contact Connie Smiley, Senior Staff Specialist; Peoria 0-3 Project; United Cerebral Palsy; 1917 N. Western; Peoria, IL 61604. (309) 674-1808.

Developmental Funding: USOE BEH USOE JDRP No. 79-1 Approved: 2/15/79

PROJECT

PRECISION TEACHING PROJECT: The Sacajawea Plan [formerly Remediation of Learning Deficits Through Precision Teaching: The Sacajawea Plan]

descriptors

Basic Skills, Elementary Education, Handicapped Children, Precision Teaching, Remedial Instruction, Resource Room Programs, Special Education, Validated Programs

target audience

Approved by JDRP for all students, grades K-4. It has been used in other settings with grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.

The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. ("Precision teaching" is a set of measurement procedures that is based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

(In addition to the target audience approved by JDRP in 1975, the Panel has approved Precision Teaching Project for grade 4.)

evidence of effectiveness

Of the 19 experimental/control group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 variables measured showed the experimental group to be superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior in 79% of variables as measured by the California Achievement Test, Wide Range Achievement Test, and one-minute probes.

implementation requirements

An adoption commitment can be made by any unit -- district (urban/rural), single school, or classroom. For on-site training, units should be limited to 12, and for off-site training to 20. Adopting units should include building or program administrator, support personnel (e.g., psychologist), and regular education and/or special education teachers. Initial training requires three days, preferably at developer site, and additional follow-up training (three days maximum) at adopter site. Equipment costs are minimal. In most cases existing facilities can be used. Adopting units agree to implement all five components.

financial requirements

Required: Training Manual, $4 (one per trainee); chart paper, $30/ream (two sheets per child); Materials Directory, $3 (one per unit); practice sheets, 5¢/sheet, plus postage. Optional: Materials Notebook, $25 (one per school; includes 500 of the most-used practice sheets, which can be reproduced); one-minute timer or stopwatch or tape (one per trainee); Implementation Handbook, $5 (one per school); Exportable Training Packet, $15 (one per school).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training is conducted at project site or adopter site with follow-up at the adopter site. Awareness sessions are conducted out of state (costs to be arranged). Project staff are available to attend out-of-state conferences or workshops (costs to be arranged).

contact

Ray Beck, Project Director; Precision Teaching Project; 3300 Third Street Northeast; Great Falls, MT 59404. (406) 791-2270.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-25

Approved: 5/6/75
5/17/79

Compiled Summer 1979

PROJECT A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS

descriptors Behavior Change, Early Childhood Education, Handicapped, Home Instruction, Home Visits, Parent Education, Parent Participation, Preschool Education, Rural Education, Special Education, Validated Programs

target audience Approved by JDRP for handicapped children, five months to six years of age.

description *A home intervention program involving parents in the teaching of their handicapped children.*

The Region IX Education Service Center serves 40 rural, sparsely populated public school districts in 12 north central Texas counties. This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children, and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques -- when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

evidence of effectiveness The average effect of pre- and posttesting with the Alpern Boll Developmental Profile (which measures self-help, socialization, physical, communication, and academic skills), Stanford-Binet, and the Cattell Infant Intelligence Test was significant.

implementation requirements Staff: one teacher (professional or paraprofessional) for every 12-15 children. Support personnel should be available to the staff for assessment, curriculum planning, and ancillary services. Facilities/installation: instruction is conducted in the child's home; only office space for staff meetings and storage of materials is needed. Training: initial training takes three to four days. One or two follow-up visits will be scheduled during the year to assess program effectiveness and to evaluate curriculum planning, data collecion, and the home teaching process.

financial requirements Based on a nine and one-half month school year, per-pupil cost averages $1,580. The one-time installation cost is estimated at $1,890 per child. (Data secured from special education cooperatives within Region IX.)

services available A BEH Handicapped Children's Early Education Outreach Program. No special network funding supports this project's dissemination efforts.

A Teacher's Handbook and a Parent's Handbook are available. Visitors are welcome by appointment. Training is conducted at the project site. Contracts will be negotiated with adopting sites.

contact Lois A. Cadman; Region IX Education Service Center; 3014 Old Seymour Rd.; Wichita Falls, TX 76309. (817) 322-6928.

Developmental Funding: USOE BEH USOE JDRP No. 79-30 Approved: 7/10/79

Compiled Summer 1979

PROJECT RE-ED SCHOOL OF KENTUCKY

descriptors Behavior Problems, Elementary Education, Emotionally Disturbed, Individualized Programs, Interagency Cooperation, Mental Health Programs, Parent Child Relationship, Parent Participation, Special Education, Validated Programs

target audience Approved by JDRP for pupils in grades 1-6, of average or above-average academic/intellectual potential, exhibiting characteristics of emotionally disturbed/behaviorally disordered children as defined by federal and state guidelines, particularly age-inappropriate behavior.

description *A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.*

RE-ED School is a regional (seven-county) program intended to provide short-term treatment classes for emotionally disturbed/behaviorally disordered children unable to function in regular classrooms. Its objective is to help such children achieve enough reorganization to allow them a higher probability of success than failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Meetings with parents are designed to encourage positive parental behaviors and management.

Individualized academic and behavior-change programs, based on problem identification and education pretesting, are employed. Goal-oriented records are kept for each child by a team composed of a liaison teacher/counselor, day teacher, children's program specialist, educational specialist, and others.

RE-ED is the only facility in the nation that has taken a mental health concept into an educational setting; it has successfully enjoined the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed/behaviorally disordered children. Children are referred through the local schools, with parental permission. The program includes an individual educational plan. These plans begin and end with parental participation, group dynamics, and gross motor activities. Monthly written reports on the child's behavioral and academic achievement are sent to the referring teacher. Parents are involved in child-management programs. Visits to RE-ED by the referring school's counselor, principal, and teachers are geared to keep parents and school secure in the belief that the child belongs to them and that RE-ED is the least restrictive placement.

RE-ED has an impressive record of stopping downward trends in achievement and of changing the pattern of failure to one of academic success.

evidence of effectiveness From 1973-76, 177 RE-ED children were pre- and posttested with the Peabody Individual Achievement Test. These children gained at least four months academically during an average time of 4.16 months. Behavior checklists used to evaluate behavioral change on a weekly basis revealed that 80% of the students had attained behavior satisfactory for adjustment in a normal classroom setting.

implementation requirements An individual teacher, a school, or a school system can implement the basic concepts of Project RE-ED. Implementation requires awareness activities, training, and consultation. Designated trainers conduct sessions at adopter site. Adopters may participate in on-site training at RE-ED School, actually seeing RE-ED students and faculty accomplish our objectives. Training sessions cover our philosophy, objectives, and parent- and student-oriented approaches successfully used to change behaviors.

financial requirements Cost of material and equipment varies. A wide variety of commercially available materials already found in most classrooms is used. Staffing conforms to state requirements.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. On-site visitations are welcome 8:00 a.m.-4:00 p.m. Project staff are available to attend out-of-state awareness meetings at no cost. Training and implementation services are available at project and adopter sites at no cost. Consultation services and training via telephone are also available.

contact Donald Alwes, Director, or Pallen Nubia Starks, Dissemination Coordinator; Project RE-ED; 1804 Bluegrass Ave.; Louisville, KY 40215. (502) 368-2591 or -2592.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 39 Approved: 4/9/73

PROJECT THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

descriptors Academic Achievement, Autism, Behavioral Objectives, Child Development, Communication Skills, Curriculum, Developmental Stages, Elementary Secondary Education, Emotionally Disturbed, Individualized Programs, Interpersonal Relationship, Parent Participation, Preschool Education, Special Education, Therapy, Validated Programs

target audience Approved by JDRP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. It has been used in other settings with children to age 14, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.*

The Rutland Center Developmental Therapy Model is the result of eight years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth. It is used in a classroom setting with five to eight individuals in a group and is based on the assumption that young disturbed or autistic children go through the same stages of development that normal youngsters do, but at a different pace. The curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. By doing so, Developmental Therapy has established itself as a "growth model" rather than a "deficit model." The model is composed of four curriculum areas (behavior, communication, socialization, and pre-academics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with non-handicapped children. This "school follow through" aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, two resources are available which emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers four types of technical assistance to the Rutland Center Developmental Therapy model in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training, and program evaluation, is provided through site visits and exchange of audio-visual materials. The Developmental Therapy Institute uses the Rutland Center Developmental Therapy model to provide on-site, year-long training assistance to individuals, schools, and agencies concerned with personnel training for school-age severely emotionally disturbed and autistic children. The institute staff provides assessment of training needs, designs an inservice instructional sequence suited to agency and trainee needs, and implements the training program at the agency site with periodic visits.

evidence of effectiveness The model assumes five distinct stages. Progress through stages is measured by the Developmental Therapy Objectives, 171 statements outlining a sequence of developmental milestones. Mastering these objectives makes normal growth possible. Each child's treatment focuses on appropriate objectives, and children are grouped by similar major objectives. Data collected clearly show sequential mastery and steady progress by children.

implementation requirements Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel; provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

financial requirements The cost of the program in fiscal year 1977 was $797 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 24 centers supported totally by state funds (Georgia Psychoeducational Center Network). Cost of model implementation in other states ranges from $800 to $2,000 per child.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and at additional demonstration sites in home state and out of state. Project staff are available to attend selected out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact Karen R. Davis, Project Director, or Mary M. Wood, Director, Developmental Therapy Institute; National Technical Assistance Office; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-6076 or 549-3030.

Developmental Funding: USOE BEH

USOE JDRP No. 75-63 Approved: 9/3/75

PROJECT

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

descriptors

Basic Skills, Diagnostic Teaching, Educational Accountability, Elementary Education, Individualized Instruction, Learning Disabilities, Learning Modalities, Mainstreaming, Precision Teaching, Preschool Education, Remedial Instruction, Special Education, Validated Programs

target audience

Approved by JDRP for administrators, teachers, and tutors responsible for education of students K-8 with specific or multiple learning disabilities.

description

An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project-designed task ladder guides pinpoint a student's instructional starting point. A student's best learning mode and his/her most handicapping learning modes are quickly identified. Skill efficiency and accuracy are determined -- a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces cost-effectiveness data. Computerized evaluation is available.

evidence of effectiveness

Evaluation was conducted on an average number of 1,200 students annually in a rural Special Education Cooperative in Minnesota, 1970-75. Average gains for learning-disabled students: 1.3 grade levels in reading in 26 hours of teaching and 1.3 grade levels in math in 31 hours. (Evaluation computerized by International Management Systems, Kansas City, Kansas.)

implementation requirements

Three three-day training sessions, with practice between them, are most effective, with one three-day session the absolute minimum. Ten trainees maximum per session. Training highlights diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Various follow-up options are possible.

financial requirements

Costs vary with available staff, but they are minimal -- no more than $5 per teacher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out of state. Project staff can attend out-of-state conferences.

contact

Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-31 Approved: 5/12/75

PROJECT PROJECT SKI*HI

descriptors Audiology, Aurally Handicapped, Diagnostic Tests, Home Instruction, Home Visits, Language Development, Parent Participation, Preschool Programs, Screening Tests, Total Communication, Validated Programs

target audience Approved by JDRP for hearing-impaired infants and young children, birth to age 6, and their families.

description *A statewide program providing identification and language facilitation for hearing-handicapped children, birth to age 6, through home management.*

SKI*HI is a comprehensive program that provides screening, audiological, diagnostic, and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide population or to a large population area. All hospitals are screened for babies with hearing loss. A diagnostic, assessment, and entry process ensures efficient, expeditious entry of children.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development support are provided for parents in the home. Weekly, monthly, and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

evidence of effectiveness The Discrepancy Evaluation Model is used. REEL, the SKI*HI Receptive Language Test, and observational checklists are used. Pre/post measures showed a gain of 16 months in language after 11 months of treatment; significant differences in treatment and comparison groups were seen. Early-treatment group showed higher gains than late-treatment group.

implementation requirements One full-time professional to make home visits is the minimum requirement. This person must have basic training in delivery of a home language program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary.

financial requirements Complete services for 11 months (including all direct and supportive services) cost $1,350 per child. Start-up costs are minimal.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (costs to be negotiated). Under certain conditions, training is also conducted at adopter sites (costs to be negotiated).

contact Tom Clark, Director; Department of Communicative Disorders; Utah State University; Logan, UT 84322. (801) 752-4100, ext. 7582.

Developmental Funding: USOE BEH USOE JDRP No. 78-192 Approved: 7/13/78

PROJECT PROJECT SUCCESS FOR THE SLD CHILD

descriptors Adaptive Physical Education, Elementary Education, Individualized Instruction, Language Arts, Language Handicaps, Linguistics, Mainstreaming, Perceptual Development, Psychomotor Skills, Special Education, Teaching Methods, Validated Programs

target audience Approved by JDRP for pupils, grades 1-4, with specific language disabilities. It has been used in other settings with grades K and 5-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A prescriptive program and classroom delivery system for pupils, grades 1-4, with specific language disabilities.*

Project Success provides a prescriptive program and classroom delivery system operating in three areas: a structural linguistic language program with a multisensory approach integrates all aspects of language -- reading, writing, speaking, and listening; motor perception training and adaptive physical education emphasize the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and technique modification in other curriculum areas allows SLD students to capitalize on strong modalities. This individualized learning program keeps the child functioning in an adequate manner within the educational mainstream.

evidence of effectiveness A copy of our validation report is available upon request. Project Success was evaluated for five years. Each project objective was tested.

implementation requirements Implementation varies depending upon the needs of the school and the outcomes desired. As a mainstream approach, no additional staff are needed. Training of teachers using the project takes approximately 25 hours. Project Success Adoption Manual defines the adoption process related to different kinds of adoptions.

financial requirements Cost varies with materials already owned by the school, level of adoption, number of students included, and type of adoption desired.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Staff may attend a limited number of awareness sessions. Training is available at adopting site and project site. Materials may be purchased by interested adopters.

contact Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NE 68787. (402) 375-2230.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 14

Approved: 4/9/73

Compiled Summer 1979

PROJECT PROJECT SUCCESS: Handicapped

descriptors Elementary Education, Handicapped, Language Arts, Mainstreaming, Mathematics Instruction, Personal Growth, Special Education, Tutorial Programs, Validated Programs, Volunteers

target audience Approved by JDRP for children with reading, math, handwriting, and self-management difficulties, grades K-6.

description *Low-cost academic and self-management programs for handicapped elementary school students.*

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in assessment techniques and use of assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in the classroom.

evidence of effectiveness Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

implementation requirements If all academic and self-management programs are adopted in a district, at least one certified person per elementary building (450 students) is needed. To operate only academic programs, one half-time certified person and one aide per building served are required.

financial requirements Start-up cost for both assessment and assistance components averaged $4 per pupil. Based on 200-300 pupils, per-learner operational cost for various assistance programs was approximately $14 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300. Replacement costs for consumable items are approximately $37.50 for 10 students per year.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-28 Approved: 5/7/75

Compiled Summer 1979

PROJECT SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS)

descriptors Basic Skills, Behaviorial Objectives, Curriculum, Educational Objectives, Elementary Secondary Education, Language Arts, Learning Disabilities, Reading Instruction, Remedial Reading, Sequential Programs, Spelling, Validated Programs, Writing

target audience Approved by JDRP for disabled readers, grades 1-12, needing basic coding skills and for learning disabilities teachers serving that population. It has been used in other settings with special education groups, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.*

A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling.

The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension Questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

evidence of effectiveness Scores from the Wide Range Achievement Test administered to students, grades 1-12, 1976-77, were compared for groups with and without SIMS treatment. Analysis of covariants (with pretest score and grade as covariants) confirmed that SIMS students performed significantly better than non-SIMS students (positive < .001 level).

implementation requirements SIMS can be adopted as a comprehensive program of materials and procedures or partially, as instructional management strategies to be used with commercially available materials. A four- or five-day teacher training workshop must precede adoption. Adoption site must provide a liaison person. Pre- and posttest data must be supplied by adopter.

financial requirements If existing rooms are used for resource centers serving 15 students a day, per-pupil cost for the installation year is $837, and for subsequent years, $803. Excluding teacher salaries, installation costs total $37 per pupil, and maintenance is $3.50. SIMS Concept Assessment Test, SIMS Reading and Spelling Program, Comprehension Questions and Scanning Stories, and SIMS Written Language Program, $65 for total package.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Marie Blackburn, SIMS Project Coordinator; Division of Special Education; Minneapolis Public Schools; 2501 W. 56th St.; Minneapolis, MN 55410. (612) 926-1693.

Developmental Funding: USOE BEH Title VI-G USOE JDRP No. 79-18 Approved: 5/15/79

Compiled Summer 1979

PROJECT THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN

descriptors

Basic Skills, Cognitive Development, Elementary Secondary Education, Handicapped Children, Individualized Instruction, Language Development, Motor Development, Parent Participation, Preschool Education, Self Care Skills, Special Education, Validated Programs, Volunteers

target audience

Approved by JDRP for moderately to severely handicapped children, ages 1-18, including mentally retarded, cerebral palsied, autistic, emotionally disturbed, deaf/blind, and hearing impaired.

description

An individualized skills instruction program for moderately to severely handicapped children.

Children are pretested on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Pretest results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, the child is placed in one or more of the four curricular areas -- self-help, motor, language, and cognitive.

Individual instructional programs are prepared for each child. A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. If the volunteer indicates through recorded data or verbally during classroom instruction that the child is having difficulty learning a particular program, the teacher provides instruction for the child. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In this model, group instruction is provided only by the teacher or aide. Some instructional programs are selected by parent and teacher to be taught in the home, and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85% of the parents of project children participate in home instruction. All parents participate in the program planning conferences for their child.

evidence of effectiveness

Using a multiple baseline approach, it was demonstrated that within the Teaching Research Infant and Child Center a mean of 7.9 skills per month was acquired by a child without instruction, while 64.4 skills per month were acquired with instruction. Replication-site children acquired a mean of 9.1 skills without instruction and 90.1 skills with instruction.

implementation requirements

The model can be used by an individual classroom. Inservice training of teacher and aide is required.

financial requirements

Based on 12 students per class, one teacher, and one aide, operational expenses averaged $2,366 per child in the Teaching Research Classrooms during 1976-77. This figure includes: supervision, $2,000; salaries, $22,471; supplies, $500; transportation, $3,420. Start-up costs average $6,500, including supervision, training, and supplies. Materials used in the classroom are commercially available; information can be obtained from Teaching Research.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

This is a nonprofit agency; some support comes from United Way. Materials describing the program, including videotapes and printed material, are available at cost. Training is conducted at the project site. Follow-up is conducted at adopter sites. Project staff can attend out-of-state conferences. Visitors are welcome by appointment.

contact

Torry Piazza Templeman; Teaching Research; Oregon College of Education; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH

USOE JDRP No. 78-163 Approved: 3/27/78

SECTION 11

SPECIAL INTERESTS: ARTS/COMMUNICATION/TECHNOLOGY

"GO METRIC": A Supplemental Low-Cost Metric Curriculum - Oklahoma.. 9-32
A low-cost metric curriculum which supplements existing programs.

INSTITUTE FOR CREATIVE EDUCATION - New Jersey.. 12-7
A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.

MEDIA NOW - Iowa.. 11-3
A course of study in the mass media.

the NEW JERSEY WRITING PROJECT - New Jersey.. 9-50
A teacher-training program that improves student writing.

OCCUPATIONAL VERSATILITY (O.V.) - Arizona.. 4-15
An exploratory, pre-vocational experience for all students in a general multiple-activity industrial arts shop.

TALK: Teaching Activities for Language Knowledge - Illinois.. 9-72
A program improving expressive and receptive vocabulary skills and language, grades K-3.

TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS, Division of Curriculum and Instruction, The Board of Education of the City of New York - New York.. 9-75
An intensive, individualized, remedial reading program presented through the arts.

URBAN ARTS PROGRAM - Minnesota.. 11-4
A program used to improve the working relationship between schools and community art facilities.

PROJECT MEDIA NOW

descriptors

Films, Gifted, Individualized Instruction, Learning Activities, Mass Media, Postsecondary Education, Radio, Secondary Education, Television, Validated Programs

target audience

Approved by JDRP as a high school course, grades 10-12. It has been used in other settings by elementary and junior high schools, specialized college and university programs, and with gifted students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A course of study in the mass media.

The mass persuaders of film, radio, and TV constitute the major course emphasis and may be used as either a semester or full-year course. Any of the seven individual modules may be employed in an existing course.

Built around the concepts of individualized instruction, performance objectives, and learning by doing, Media Now includes 50 learning activity packages (LAPS) organized into seven modules: media hardware, production, genre, evaluation, interpretation, aesthetics, and presentation. When students see how a message is produced, they begin to evaluate, interpret, analyze, and appreciate media forms, and learn how to communicate with them.

Media Now has four major objectives: to improve students' knowledge of mass-media terminology and techniques; to increase their production abilities; to decrease their susceptibility to persuasion by the mass media; and to increase their positive attitudes toward media.

The Media Now course has 623 tasks organized into a performance hierarchy of four levels. They are, in descending order: course objectives, module objectives, LAP objectives, and student involvements (or activities). Student involvements are presented in the student guide (SLAG), the LAPs, and a resource manual (SLAB). Research search shows that Media Now provides students with knowledge and skills required for informed media consumption and skilled media production; it also indicates that an individualized approach is effective for presenting course material in the study of mass media.

evidence of effectiveness

Research spanning two school years (1972-74) employed a pre- and posttest control-group design and involved five schools and 331 students in inner-city, suburban, large rural, and small rural districts. Significant gains were scored by Media Now students for all four objectives listed above. More specific evaluation data available on request.

implementation requirements

Adopters of Media Now must purchase one Media Now Course of Study, which includes 50 LAPs and appropriate manuals. The program can be adopted by an individual teacher, or may be used in a team-training approach. At least two staff members from adopting school must be trained in a two-day workshop. Media Now can be used in a normal classroom setting where minor furniture movement is possible. Darkroom facilities are helpful but not mandatory.

financial requirements

Media Now Course of Study, $860; Student Learning Activity Guide (SLAG), $6 (one per student recommended); Student Learning Activity Book (SLAB), $6 (one for every two students recommended); Teacher Activity Book (TAB), $9.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors welcome by appointment. Awareness conferences conducted at out-of-state sites (costs to be arranged). Training is conducted at adopter sites or at project site (costs to be arranged).

contact

Ron Curtis, Director of Education; Southwest Iowa Learning Resources Center; 401 Reed St.; Red Oak, IA 51566. (712) 623-4913.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-34 Approved: 5/13/75

PROJECT URBAN ARTS PROGRAM

descriptors

Art Education, Community Resources, Educational Alternatives, Secondary Education, Validated Programs

target audience

Approved by JDRP for grades 7-12. It has been used in grades K-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program used to improve the working relationship between schools and community art facilities.

The Urban Arts Program establishes a daily working relationship between schools, community artists, and arts organizations through daily student art workshops, in school programs, and affiliate projects (which include teacher workshops). It is a response to two basic education needs: better use of the arts in education and better use of community cultural resources. Working artists supplement regular school instruction. The learning environment shifts to where the arts are created, housed, and performed -- galleries, museums, practice rooms, and concert halls. Instruction focuses on process, giving all students an opportunity to experiment with the arts as they develop their own esthetic judgment. Urban Arts in Minneapolis implements this program through five strategies: daily workshops, in-school projects, events and exhibitions, affiliate projects, and summer programs.

Understanding of process is acquired by experiment, training, and practice through an instructional manner that is direct, immediate, and personal.

Adoption requires three- to six-day training workshops for school people, artists, and arts organization staff.

Successful implementation requires a project coordinator and a secretary. Liaison teachers work for Urban Arts part of their teaching day or spend a year out of the classroom helping to coordinate the program. Local artists serve as teachers. Teachers with special talents often work as artists for the program. Existing arts facilities in the community -- museums, galleries, workshops, concert halls, theaters, studios, -- are extensively used.

Urban Arts has planned three workshops to implement adoption: two at the adoption site and one in Minneapolis. Adopting sites should plan to send a project coordinator and representatives from the teaching staff and from the arts community to each workshop.

evidence of effectiveness

An interjudge strategy of evaluation has yielded a reliable and consistent success rating for program goals and objectives. Fifty randomly selected students kept daily journals which were analyzed and categorized as Personal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc.

implementation requirements

Initial implementation depends entirely on plans and resources of school and community. Project coordinator and secretarial help are needed. Urban Arts in Minneapolis can serve as a model and provide abstracts of workshops as well as copies of contracts and evaluation reports. Generally, however, the type of program established depends upon arts facilities and artists available in the adopter community.

financial requirements

For sale: Bibliography of Evaluations of Arts Programs in Education. For rent: 16 mm film, "Urban Arts," and slide/tape presentation. Ongoing maintenance, annually: $60,000. Per-pupil cost has dropped from $127.50 to $5. Per-pupil cost computed at maintenance level for 12,000 students is $5 annually. Funds should come from three sources: schools, community, and arts organizations.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Assessment, pre-planning, and budgeting guides are available from State Facilitators at no cost and from project for postage. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training for adopters is conducted at adopter sites (adopter must purchase training booklet; all other project expenses are covered).

contact

Wallace Kennedy, Project Trainer; Urban Arts Developer/Demonstrator Project; University of Minnesota Teacher Center Annex; 1411 University Avenue Southeast; Minneapolis, MN 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 75-27 Approved 5/7/75

SECTION 12

SPECIAL INTERESTS: GIFTED AND TALENTED/HEALTH/HUMAN BEHAVIOR/PHYSICAL EDUCATION

ACTIVE: All Children Totally InVolved Exercising - New Jersey 10-5
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.

project ADVENTURE - Massachusetts 6-3
An interdisciplinary program involving experience-based learning in academics, along with group problem-solving and an alternative physical education program in the out-of-doors.

CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project - Florida 12-3
A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

CRITICAL ANALYSIS AND THINKING SKILLS (CATS) [formerly Value Analysis Program] - Utah 12-4
A program offering students a sound, systematic, and practical way of making more rational decisions, constructively criticizing positions taken by others, and identifying and solving problems.

CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me) - Ohio 12-5
A curriculum to help students understand the causes and consequences of behavior.

project EQUALITY - Washington 4-9
A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

EVERY CHILD A WINNER With Movement Education - Georgia 12-6
An individualized movement-education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping) - New Jersey 4-12
A program that combines career education with human growth and development processes, sex-stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

INSTITUTE FOR CREATIVE EDUCATION - New Jersey 12-7
A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.

ISIS: Individualized Science Instructional System - Florida 6-9
An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

the ME/ME DRUG PREVENTION EDUCATION PROGRAM - Wisconsin 12-8
A drug prevention education program aimed at improving self-concepts.

OMBUDSMAN - North Carolina 12-9
A school-based semester-long drug education/primary prevention program.

PEOPEL: Physical Education Opportunity Program for Exceptional Learners - Arizona 12-10
A specially designed, success-oriented physical education program for high school students with unique needs utilizing peer-tutors (student aides) to emphasize individualized training.

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project - Florida 12-11
A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

POSITIVE ATTITUDE TOWARD LEARNING (PATL) - Illinois 8-10
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

RELIGION IN HUMAN CULTURE (RIHC) - Minnesota 6-13
A complete program on the major religious traditions of the world for social studies classes, grades 9-12.

SCHOOL HEALTH CURRICULUM PROJECT (SHCP) - California 12-12
A program designed to foster student competencies to make decisions enhancing their health and lives.

SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-5 Project - North Carolina 12-13
A logical, sequential, self-directed program in physical education that fosters knowledge about physical education and positive attitudes toward becoming and staying physically fit.

TALENTS UNLIMITED - Alabama 12-14
A structured attempt to apply a multiple talent theory approach to the classroom situation.

PROJECT CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

descriptors

Ancillary Services, Basic Skills, Clinical Diagnosis, Demonstration Projects, Diagnostic Teaching, Elementary Education, Interdisciplinary Approach, Interpersonal Relationship, Learning Disabilities, Problem Children, Remedial Instruction, School Community Programs, Special Education, Team Teaching, Validated Programs

target audience

Approved by JDRP for children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

description

A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

Learning problems are often caused by a complex of factors. The CSC concept presumes that the solution to such problems lies in an interdisciplinary team approach that focuses on the whole child in a single referral setting. Such troubled children need to receive comprehensive, in-depth diagnostic and remedial services to become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology and consults with medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Educational Plans (IEP) for students with special needs.

(Developmental Play [DP] and Positive Alternatives to Suspensions [PASS] are affiliate projects of the Pupil Personnel Services Demonstration Project.)

evidence of effectiveness

On posttest scores, participating children gained in intellectual functioning as measured by the Wechsler Intelligence Scale for Children; learning abilities, as measured by the Detroit Tests of Learning Aptitude; reading achievement, as measured by the Gilmore Oral Reading Test; and productive social/emotional behavior, as measured by teacher and parent rating scales.

implementation requirements

The adopting district must have a minimum of four pupil services and exceptional student education personnel from different disciplines with a motivation to become an effective team for children with multifaceted learning problems. This potential Child Study Team must become familiar with the Child Study Center Manual. A visit to project site for training is recommended.

financial requirements

The per-learner start-up costs of $22.86 are one-time expenses computed on the projected number of students to be served during the first three years of operation. The per-learner monthly operational costs of $42.21 include the salaries of all Center personnel. Adopters are encouraged to consider relocating human resources to minimize financial expenditures.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out of state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact

Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center;
1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or -0230.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1979

PROJECT CRITICAL ANALYSIS AND THINKING SKILLS (CATS) [formerly Value Analysis Program]

descriptors Critical Thinking, Decision Making Skills, Interdisciplinary Approach, Secondary Education, Validated Programs, Values

target audience Approved by JDRP as a high school program for students of average abilities. It has been used in other settings for junior high and elementary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program offering students a sound, systematic, and practical way of making more rational decisions, constructively criticizing positions taken by others, and identifying and solving problems.*

Very often, a student's approach to analyzing both value-related public issues and personal problems is disjointed and haphazard. The CATS program offers students a sound, systematic, practical way of analyzing public issues and personal problems so that they can make more rational decisions. In addition, the program helps students to learn to ask more intelligent (focusing) questions in order to better solve value dilemmas. The program is based on four standards of rationality (formulated in the 1971 National Council for the Social Studies Yearbook): the wider the range of factual claims considered, the more likely that the value decision will be rational; factual claims used to support a value decision must be well-confirmed by evidence; factual claims must have valence for, and be important to, the person making the decision; and the value principle implied by the value decision and the facts must be acceptable to the person making the decision. Students meet these standards of rationality by learning to apply the following decision-making procedure: defining the issue; gathering a wide range of factual claims; assessing the relevance (valence) of factual claims; organizing; assessing the relative importance of the factual claims; simplifying; assessing the evidence for the claims; making a tentative decision and writing a value principle; testing the principle for acceptability; making a final decision. This decision-making procedure has been integrated into the following courses: Utah History, U.S. History, World History, World Problems, American Problems, World Religions, Psychology, Sociology, Debate, Home Living, and Speech.

evidence of effectiveness Field test conducted in 1974-75 in urban-suburban areas of Salt Lake City, Utah. A pre/post, control-group design was used. On a measure of critical thinking ability, program students made significant gains; controls did not. Program students were also rated significantly higher on their in-class evaluative research papers, as judged by independent experts.

implementation requirements Teachers must be trained in CATS concepts and procedures. Training consists of a 15-20 hour workshop taking two or three days. Program can be integrated into existing courses or form a separate, complete course in making rational decisions. Students learn the procedure in one semester (approximately 20 weeks). Program can be adopted by individual teachers or schools; no special facilities or equipment or continuation costs for administration needed. Materials: Rational Decision Making package.

financial requirements Start-up costs: technical assistance, $150/day for three days plus travel and expenses; materials, $30/participant. The Rational Decision Making package includes five teacher manuals (one for each sub-program), student materials, and evaluation instruments. Continuation costs include reprinting student materials and evaluation instruments (written permission is given for reprinting).

services available An NDN-funded Developer/Demonstrator project.

Awareness conferences and installation can occur at project adopter site; at project site, only cost of materials must be paid; at adopter site, technical assistance and materials costs must be paid by the adopter. Demonstration site visits (high school, junior high, and elementary) can be arranged with two weeks' notice. Project staff will assist potential adopters/adapters in completing proposals for ESEA Title IV-C adoptable/adaptable funds, and are available for other conferences and workshops (expenses must be paid).

contact Terry P. Applegate, or W. Keith Evans; Bureau of Educational Research; 308 W MBH; University of Utah; Salt Lake City, UT 84112. (801) 581-6401.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 77-106 Approved: 1/11/77

Compiled Summer 1979

PROJECT CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

descriptors

Attitudes, Behavior, Curriculum, Humanistic Education, Interpersonal Relationship, Secondary Education, Self Concept, Validated Programs, Values

target audience

Approved by JDRP as appropriate for all students of varying ability levels in grades 9-12. It has been used as a course in itself, to supplement existing courses, or with units selected as mini-courses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A curriculum to help students understand the causes and consequences of behavior.

The New Model Me is designed to help high school students deal with available alternative actions for solving personal problems and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the "causal" approach to understanding human behavior which requires that a person look beyond the surface manifestations of an event to consider its possible cause. Affective materials and activities constitute a substantial part of the program.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably nonjudgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

The New Model Me basic texts are a student book and a teacher manual that incorporates the student book. Units in the books are: Human Behavior, Controls. Real Self, Values, Response, and Change. The teacher manual bibliography suggests appropriate supplementary audio-visual materials and books.

evidence of effectiveness

Evaluation data from diversified socioeconomic settings with control/experimental classrooms in 1972-73 showed student growth at the .05 level in cognitive test (project-developed) and in attitude measure (Personal Orientation Inventory). Teacher growth shown with Minnesota Teacher Attitude Inventory. Analyses of student/teacher feedback forms indicated strong support of curriculum.

implementation requirements

The program can be implemented by one or several teachers and/or counselors in a school. However, it is recommended that a corps of personnel (teachers, counselors, administrative decision makers) be involved in initial awareness, two-day training workshops, and follow-up activities. A typical classroom in which chairs can be moved for various activities is quite adequate. No special equipment is needed beyond that usually available in a secondary school.

financial requirements

Cost per pupil the first year is approximately $6, based on a student population of 300. This includes the cost of the texts and inservice training. Continuation costs are minimal if student texts are re-used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Project staff may be able to attend out-of-state conferences. Two-day training workshops may be conducted on-site or out of state. One-day follow-up clinics scheduled with adopters.

contact

John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd.; Lakewood, OH 44107. (216) 579-4267.

Developmental Funding: USOE ESEA Title III

USOE JDRP No. 74-73 Approved: 5/29/74

Compiled Summer 1979

PROJECT EVERY CHILD A WINNER With Movement Education

descriptors

Behavioral Objectives, Body Image, Creative Activities, Dance, Elementary Education, Gymnastics, Movement Education, Physical Education, Self Concept, Space Orientation, Validated Programs

target audience

Approved by JDRP for students, grades K-6.

description

An individualized movement-education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child A Winner -- Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the child's self-concept and to improve academic skills as well as movement skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child A Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementing in the upper grades.

Project should be implemented first in K-3, with a plan for expanding to K-6.

evidence of effectiveness

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness Test, Minnesota Motor Skills Test, California Inventory of Personality, and the SRA Math and Reading Test. The data showed improvement in all areas, physical fitness and motor skill levels being elevated significantly ($p \leq .05$).

implementation requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement is required between the project director and adopter.

financial requirements

Training materials: one copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $7 each, and one copy per teacher/participant, Every Child A Winner -- Lesson Plans, $12.50 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

services available

An NDN-funded Developer/Demonstrator project.

Project consultants provide technical assistance and training in program implementation to contracted adopters. Phase I and II Training is conducted at developer or adopter site. Training materials are obtained from the project. One-day awareness training is provided at demonstration school sites for potential adopters; this includes detailed information on adoption requirements and a tour through the program. Awareness packets available on request. Visitors welcome twice weekly October-April. Contact D/D two weeks in advance.

contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141; Ocilla, GA 31774.
(912) 468-7098.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-60 Approved: 6/6/74

PROJECT INSTITUTE FOR CREATIVE EDUCATION

descriptors

Creative Activities, Creative Thinking, Curriculum, Elementary Education, Inservice Teacher Education, Interdisciplinary Approach, Problem Solving, Sequential Programs, Student Projects, Validated Programs

target audience

Approved by JDRP for heterogeneously grouped, whole classroom use, grades 4-6.

description

A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.

Institute for Creative Education activity is based on the belief that creative problem solving is essential to a quality learning experience. The Project-developed curriculum teaches a process that helps students develop abilities to solve current and future problems. Creativity is considered a thinking activity which results in an original solution to a problem or situation. The project's goal has been to develop students' abilities to respond creatively to problems or tasks with fluent, flexible, original, and elaborate answers.

Unique to this program are the sequentially ordered activities or lessons that teach the process of creative problem solving in an order clearly understood by students and teachers. The students become decision makers and the teacher facilitates their thinking.

Another feature of this program is a three-day teacher training component. During this training (for an estimated 20 teachers), teachers learn the format of the curriculum and the basic elements contributing to reinforcement, consciousness raising, and productive thinking (actual tasks to be performed). Following training, teachers are given the curriculum and asked to use the program lessons or activities once a week. Teachers are asked to use the lessons in sequence so that students easily understand the process, ultimately reaching the higher-level activities in which problems or tasks are more complicated. The higher-level activities are linked to academic principles and require that students create new or unique solutions that work; a finished product is also a requirement of higher-level activities.

The Institute for Creative Education has prepared several manuals to help adopters. These include a lesson development workshop manual to help adopters devise new lessons specifically for their own district and an administrative manual with the necessary information for smooth implementation and project management. The Institute staff are available for consultations and follow-up activities. Costs can be negotiated.

evidence of effectiveness

Similar treatment and control groups were pre- and posttested with the Torrance Test of Creative Thinking, figural forms A and B. The creative thinking abilities of project students in grades 4-6 improved significantly, above the .05 significant level. A full report is available from the project.

implementation requirements

The Institute curriculum can be implemented in schools of any size and composition provided that teachers are trained in Institute concepts. It can be used by whole classrooms or cross-grade groupings and in large- and small-group settings. A group of 20 teachers is ideal for training (three days). The entire adopting staff should attend a one and one-half hour awareness session before training. An administrator or project coordinator should be trained with the teachers so that proper follow-up activities can be carried out. The only materials required (for curriculum and project administration) are supplied at cost, approximately $15 per teacher.

financial requirements

Teacher training is the main expense. If done on release time, the cost of substitutes must be met by the adopter. No additional staff or equipment are needed. Minimum upkeep (involving only such consumables as paper, pencils, craft materials, wood, etc.) is needed after initial implementation.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and several other districts in the home state by appointment. Project staff are available to attend out-of-state awareness meetings (expenses are covered). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses are covered).

contact

Verne Kelly, Director; Institute for Creative Education; Educational Improvement Center -- South; Box 209; Sewell, NJ 08080. (609) 228-6000.

Developmental Funding: USOE ESEA Title IV-C   USOE JDRP No. 79-22   Approved: 7/11/79

Compiled Summer 1979

PROJECT THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

descriptors Decision Making Skills, Drug Education, Elementary Education, Self Concept, Validated Programs, Values

target audience Approved by JDRP for public and nonpublic elementary school personnel (teachers, counselors, and administrators) who work with children in grades 2-6. It has been adapted for use with children in grades K-1, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A drug prevention-education program aimed at improving self-concepts.*

The ME/ME Program provides interested school personnel who work with elementary level students (grades 2-6) with the training and expertise necessary to implement such a program in their schools. The program approaches drug prevention through self-concept, values clarification, and decision making.

Teacher packages provide the instructor with activities that encourage open communication between teacher and students. Student packages supplement the above activities and are devised for individual work.

Program can be implemented without special staff. After training, regular classroom teachers can handle the program. Training consists of a six-hour training session conducted by project staff or designated trainers.

The Teacher Activity Packages contain exercises pertaining to values clarification, decision making, development of self-concept, and information about drugs relevant to the children's world. The drug information package is the only package with activities arranged in a sequential order. The Teacher Training Manual contains evaluation instruments to monitor impact of program on students.

evidence of effectiveness Project evaluation completed June, 1975. Pre- and posttests were administered to students with various socioeconomic and geographic backgrounds. Project has proven it increases students' feelings of self-worth, decision-making ability, and factual knowledge about drug use.

implementation requirements "Partial" adopters must agree to participate in training and to use program activities either on a weekly basis, as prescribed, or irregularly. "Total" adopters must agree to participate in training, use program activities weekly, and administer one or more of the pre- and posttests used in original project's evaluation. Participants must record weekly use of activities and agree to on-site visits by D/D. Although individual teachers can adopt programs, it is best that all teachers of grades 2-6 from the adopting school do so.

financial requirements Cost of materials is $24 per series plus postage. Training costs include travel cost of trainer to adopter site and food and lodging if necessary.

services available An NDN-funded Developer/Demonstrator project.

Awareness brochures, dissemination packages (with summary of project activities), and a limited number of evaluation reports are available at no charge. Training may be conducted at project site (adopting site pays own costs). If training is held at adopter site, travel costs for trainer are negotiable. Follow-up activities will be conducted at adoption sites by project staff (travel costs assumed by project).

contact Artie Kearney, Project Director; ME/ME Inc.; 400 S. Linwood Ave; Appleton, WI 54911.
(414) 735-0114.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-47 Approved: 5/15/75

Compiled Summer 1979

PROJECT OMBUDSMAN

descriptors Communication Skills, Decision Making Skills, Drug Abuse, Drug Education, Elementary Secondary Education, Group Relations, Prevention, Problem Solving, Self Concept, Student Projects, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 5-8.

description *A school-based semester-long drug education/primary prevention program.*

Ombudsman is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. Ombudsman does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness, and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as family and peers. The third, active, phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school system. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

evidence of effectiveness Pre- and posttesting of experimental and control groups (1977) illustrated Ombudsman's impact on a series of high-risk states related to drug use. Longitudinal comparisons of Ombudsman graduates and non-Ombudsman students (1977) have demonstrated that program graduates are more likely to give up drug use.

implementation requirements The program can be conducted by classroom teachers or other professional school personnel. A two and one half- to three-day training session for at least two professionals is required prior to implementation. These professionals must teach at least one Ombudsman program per semester. Training takes place at the adoption site or the project site. Eight to 20 participants from one or more school districts can be trained simultaneously.

financial requirements One Ombudsman teacher's manual must be purchased for each Ombudsman teacher. A supplemental package of related books and filmstrips must be purchased for each school implementing Ombudsman. The cost of this material is approximately $120 per school. Equipment required includes a filmstrip projector, a movie projector, and other normal materials.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

contact Chris Jones, School Team Director; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 374-3211.

Developmental Funding: HEW: National Institute on Drug Abuse USOE JDRP No. 78-194 Approved: 6/12/79

PROJECT PEOPEL: Physical Education Opportunity Program for Exceptional Learners

descriptors Behavioral Objectives, Educational Objectives, Handicapped Children, Individualized Instruction, Peer Teaching, Physical Education, Secondary Education, Tutoring, Units of Study, Validated Programs

target audience Approved by JDRP for handicapped and nonhandicapped peer-tutors, grades 9-12. PEOPEL has been adapted for use in middle and elementary schools, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A specially designed, success-oriented physical education program for high school students with unique needs utilizing peer-tutors (student aides) to emphasize individualized training.*

Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who because of some physical, mental, social, or emotional exception will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is possible by utilizing peer-tutors, called PEOPEL Student Aides, who have completed a special training class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL classes is similar to that of general physical education classes. In addition, students are pre-tested to determine entry skill level based on performance objectives within the Unit of Instruction. The PEOPEL Teacher's Guide has 35 separate Units of Instruction which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the Administrative Guide and Student Aide Training Manual.

PEOPEL inservice training is designed to assist physical education teachers and staff in implementing the peer-teaching components of PEOPEL within their school. Training encompasses both administrative and instructional considerations, as well as short- and long-term planning.

evidence of effectiveness Evaluation of high school students was conducted over a three-year period by pre- and posttesting on a four-item composite Physical Fitness Battery and the Wear's Physical Education Attitude Scale. The data showed significant gains in fitness and attitudes of PEOPEL students ($p \leq .05$) with minimal or no gains in control group ("adapted P.E." with no student aides).

implementation requirements Program implementation is flexible according to the needs of students, a class, a school, or a district. Instructional procedures enable a school/district to implement PEOPEL with student aides and exceptional students with varying abilities in grades 9-12. No special equipment or facilities are required. Inservice training is designed to meet the needs of the participating teachers, program, and schools. With training, existing personnel who have a sincere interest can implement the program.

financial requirements Training materials (PEOPEL guides, manual, and assessment charts), $5 per participant. Training materials provide administrative and instructional guideline considerations for programming in physical education with trained student aides. Other materials and costs available upon request. Implementation costs based on teacher's salary at 30:1 student-to-teacher ratio. General physical education equipment used.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at project site (adopter pays only its own costs). Training is also conducted at out-of-state sites (expenses must be paid). Follow-up services are available to adopters (expenses must be shared).

contact Ed Long, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 257-3034.

Developmental Funding: USOE ESEA Title III and IV-C USOE JDRP No. 79-10 Approved: 3/28/79

PROJECT POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

descriptors Affective Objectives, Behavior Problems, Counseling, Humanistic Education, Interpersonal Relationship, Intervention, Prevention, Secondary Education, Socially Maladjusted, Validated Programs

target audience Approved by JDRP for students and personnel in secondary schools. Since many of the intervention strategies have a preventive focus, a cross-section of students and personnel in project secondary schools are target participants.

description *A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.*

Major activities of the PASS program include: individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students; affective education and personal development programs for students and teachers; time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations; and counseling for parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environment.

[Child Study Center (CSC) and Developmental Play (DP) are affiliate projects of the Pupil Personnel Services Demonstration Project.]

evidence of effectiveness Student suspensions in project schools decreased by about 30%, while in comparison schools they increased 10%. As a result of the success of the PASS program in pilot schools, it was expanded to all 12 high schools in the district. During the 1972-73 school year, student suspensions in Pinellas County declined while suspensions in many other districts increased; data collected through 1975-76 show a similar trend.

implementation requirements The psychologist, social worker, or counselor providing leadership needs an appropriate master's degree and must be proficient in planning and implementing staff development programs as well as in providing direct services for students. He/she must be a skilled group leader able to learn how to conduct humanistic activities, survival courses, and encounter groups. The leader also provides training and consultation for the time-out room workers, who need at least a B.A. in one of the applied behavioral sciences and related experience or recent training in establishing helping relationships with youth.

financial requirements Since use of additional equipment and materials is minimal, per-learner start-up costs for a three-year program would be about 40¢. Operational costs include salaries for a school psychologist and social worker for every five schools and a time-out room worker for each school. Per-learner monthly operational costs vary between $1.20 and $2, depending on whether a paraprofessional is used in the time-out room.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only its own costs) and out of state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized). Demonstrations scheduled two days per month, more on request. Two-day training scheduled bimonthly at project. Follow-up training provided at adopting sites.

contact John C. Kackley, Supervisor/Consultant; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or -0230.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved 12/6/74

Compiled Summer 1979

PROJECT SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

descriptors Community Involvement, Curriculum, Elementary Secondary Education, Health Education, Human Body, Human Development, Inservice Teacher Education, Learning Laboratories, Validated Programs

target audience Approved by JDRP for students of all abilities, grades 5-7.

description *A program designed to foster student competencies to make decisions enhancing their health and lives.*

The SHCP includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 10-week unit for each grade level. Grade 5 studies the respiratory system, grade 6 the circulatory system, and grade 7 the nervous system. Every unit emphasizes the relationships between one's own behavior and the functioning of the system being studied. Access to a variety of stimulating learning resources, including audio-visuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts, attitudes, and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. As teachers become familiar with the subject matter during training, they simultaneously learn teaching methods. Instead of the traditional classroom approach, the teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. During training, teachers are given packets of materials which help them develop and explain health-related concepts to students. All of the classroom work is described in the packets, and supplemental ideas are included for variety. The SHCP requires that adopting schools send a full team to one of the various SHCP regional training centers to receive training. This team should consist of two classroom teachers from the level for which the unit is being adopted, the principal, and one or two other school support personnel. Training is offered on condition that the participants provide a training workshop for others. By teaching the unit and carefully following the highly structured plan of the curriculum, teachers gain the experience necessary to present a workshop to others. The team is then able to train other classroom teachers in their own school and in other schools to use the SHCP effectively.

evidence of effectiveness Twenty-four separate studies were completed between 1964 and 1978 to ascertain the effectiveness of the curriculum. A recent review and synthesis of these studies indicates that fifth-, sixth-, and seventh-grade units were effective in increasing health-related knowledge and providing positive health-related attitudes.

implementation requirements Implementation of the SHCP requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to: receive training in the grade level being adopted; utilize SHCP activities for a minimum of 10 weeks during the school year; utilize SHCP teaching materials; involve school administrators, parents, and representatives of community health organizations in the project; and offer a SHCP training workshop for others after the first year.

financial requirements Teacher training costs, totaling approximately $2,500, can be shared by as many as eight teams (32 members, including 16 teachers). Non-consumable instructional materials cost about $3,500 per district per grade level. Consumable instructional materials cost about $500 per district per grade level.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Adoption sites in 300 school districts nationwide; contact project for additional demonstration sites. Qualified trainers can provide awareness services to potential adopters in 33 states at minimal cost. Training is conducted at four regional centers (costs to be negotiated).

contact Nancy L. Evans, Resource Coordinator; National Center for Health Education; School Health Education Project; 901 Sneath Ln., Suite 215; San Bruno, CA 94066. (800) 227-6934 [in California, (415) 952-7922].

Developmental Funding: HEW: U.S. Public Health Service USOE JDRP No. 79-14 Approved: 5/8/79

Compiled Summer 1979

PROJECT SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-5 Project

descriptors
Attitudes, Elementary Education, Individualized Instruction, Physical Activities, Physical Education, Physical Fitness, Sequential Programs, Validated Programs

target audience
Approved by JDRP for students of all abilities, grades K-6.

description
A logical, sequential, self-directed program in physical education that fosters knowledge about physical education and positive attitudes toward becoming and staying physically fit.

The project's mission is to give the students and their teachers knowledge about physical education and positive attitudes toward becoming and staying physically fit. Activities are built around major skill areas through the use of a variety of techniques that include specially designed learning centers and individualized learning activities.

The thrust of the program is to enable each child to develop physically, emotionally, socially, and mentally through the medium of physical activity. At the beginning of each school year, students are requested to complete a health appraisal form which aids teachers in recommending individual programs. As soon as the forms are returned, physical fitness testing begins, with each child being tested on the following skills: bench push-ups, curl-ups, squat-jumps, standing broad-jump, and the 30-yard dash. After testing, skill level needs are determined and the M-5 program begins.

All students visit six movement activity centers two days a week for approximately five minutes. The centers are designed to develop fitness and movement skills through sequential activities from lower to higher levels; as skills are developed, students progress to the next higher skill level, which allows students to gain the foundations needed in a logical and sequential manner. One day a week is spent in self-testing to determine improvement, the remaining two days in movement motivators: bean-bag activities, group and creative games, gymnastics, hoop activities, parachute activities, and yarn-ball activities. In addition, students are encouraged to be self-directive and to develop interest and proficiency in worthwhile recreational activities. It is expected that through this effort students will develop physically, emotionally, socially, and mentally as they engage daily in physical education.

evidence of effectiveness
Students were pre/posttested on the five-item Kirchner Fitness Test for Elementary School Children. Results of analysis of third-year pre/post data of project children revealed that over 91% achieved gains that were significant at the .01 level. Evaluation reports and JDRP application are available upon request.

implementation requirements
Obtaining Movement Activity Center Curriculum Card File; providing inservice staff development time for instructional workshop for classroom teachers and physical education staff; obtaining materials and equipment necessary for physical education activities. Beyond this point, only mutually agreeable aspects of adoption are involved, the extent of which must be determined by adopters.

financial requirements
The start-up costs for an average-size elementary school (500-600 students) are approximately $2,120 if everything on the equipment list and material list is purchased. These costs include $150 for staff development, $1,090 for materials, and $850 for equipment. Potential adopters should examine the materials and equipment lists very carefully, since many of the items may already be available in the schools.

services available
An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. The M-5 staff can travel to interested districts to work on implementation with district staff members. The M-5 Project Demonstration/Training Site welcomes visitors by appointment to spend as much time as they want observing the program in action and discussing program activities with staff. Training is conducted at project or adopter site (costs to be arranged).

contact
Carolyn M. Morphy, Director; McDowell County Schools; P.O. Box 130; Marion, NC 28752.
(704) 652-4535, ext. 8.

Developmental Funding: USOE ESEA Title IV-C USOE JDRP No. 78-172 Approved: 5/31/78

PROJECT TALENTS UNLIMITED

descriptors Affective Objectives, Cognitive Objectives, Elementary Secondary Education, Interdisciplinary Approach, Staff Development, Talent Development, Validated Programs

target audience Approved by JDRP for grades 1-6.

description *A structured attempt to apply a multiple talent theory approach to the classroom situation.*

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in academic areas. The program is a structured attempt to implement and evaluate primarily at the elementary classroom level the multiple-talent theory as defined by Dr. Calvin Taylor, and is based on sound educational and psychological research in learning. Replicable models for teacher training instruction and evaluation have been developed. The program can operate within any organizational pattern.

evidence of effectiveness Experimental groups outperformed control groups at the .001 level of significance on Talents Unlimited Criterion Reference Tests and Torrance Tests of Creative Thinking. Also evident were a trend of increased achievement performance and a major impact on positive self-concept as measured by pre- and posttesting with the Cooper-Smith Self-Esteem Test. Evaluation was conducted in 1974.

implementation requirements Adopting schools are given permission to replicate the three program models: teacher training, student instruction, and evaluation.

financial requirements Per-pupil start-up costs are approximately $5.98. Per-pupil maintenance cost is approximately $4.20.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted only at the project site. Project staff can attend out-of-state awareness conferences (costs to be negotiated).

contact Sara Waldrop; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36606. (205) 690-8055 or -8056.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-82 Approved: 6/16/74

APPENDIX

JOINT DISSEMINATION REVIEW PANEL APPROVED PROJECTS WITH LIMITED AVAILABILITY

The projects listed here were approved by the Joint Dissemination Review Panel. They have performed exemplary work in improving educational opportunities, but their availability is now limited. They have either ceased operations at their original site or are now able to handle requests for information only on an ad hoc basis, as indicated below.

I. Demonstration sites no longer in operation; project materials available as indicated.

Directory of Representative Work Education Programs, 1972-73
Washington, D.C.
USOE JDRP Approval: 6/21/73
JDRP Number: 49

DHEW Publication OE-701701
U.S. Government Printing Office
Washington, D.C. 20402
$2.95

Model Learning Disabilities Systems (MLDS)
University Park, Pennsylvania
USOE JDRP Approval: 3/23/77
JDRP Number: 77-110

Selected project materials are available; contact:

Jack Ford
The NETWORK
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

PAL: Pupils Advancing in Learning
Denver, Colorado
USOE JDRP Approval: 4/4-5/73
JDRP Number: 33

Selected project materials are available; contact:

Cathy Wilsey, Title I Consultant
Adams County School District #12
10290 N. Huron
Denver, Colorado 80221
(303) 451-8889

II. Demonstration sites no longer in operation; information inquiries handled as time permits.

Florida Migratory Child Compensatory Program -- Language Arts Tutorial Program
Tallahassee, Florida
USOE JDRP Approval: 4/9/73
JDRP Number: 21

Limited inquiries can be handled; contact:

James A. Moore
Migrant Education Program
Florida Department of Education
Knott Building
Tallahassee, Florida 32304
(904) 488-5470

National Migrant Interstate Project
Little Rock, Arkansas
USOE JDRP Approval: 4/9/73
JDRP Number: 24

Limited inquiries can be handled; contact:

Louie Counts
Supervisor Migrant Education
Department of Education
National Migrant Interstate Project
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 271-1853

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III. Demonstration sites in operation; limited services may be available.

Flagstaff Remedial Reading Project (Title I)
Flagstaff, Arizona
USOE JDRP Approval: 4/4-5/73
JDRP Number: 31

Selected project materials are available; contact:

Lorraine Curry
Director of Elementary Curriculum
Flagstaff Public Schools
701 N. Kendrick
Flagstaff, Arizona 86001
(602) 774-8781, ext. 75

project Idea (A Program for Hearing-Impaired Infants)
Campbell, California
USOE JDRP Approval: 6/3/75
JDRP Number: 74-44

Demonstration site may be visited, but no outreach services are available; contact:

Marsha Haines
Coventry School
1125 W. Campbell Avenue
Campbell, California 95008
(408) 379-2580

project SMART (Success in Mathematics Through Aural Reading Techniques)
Daytona Beach, Florida
USOE JDRP Approval: 12/6/74
JDRP Number: 74-90

Demonstration site may be visited, but no outreach services are available; contact:

Frank Sganga, Director
Project SMART
P.O. Box 1910
Daytona Beach, Florida 32015
(904) 255-6475

IV. Demonstration sites no longer in operation; information inquiries cannot be handled.

Aprendemos En Dos Idiomas: Title VII Bilingual Program
Corpus Christi, Texas
USOE JDRP Approval: 6/27/75
JDRP Number: 75-56

Contract Learning for Educable Mentally Retarded Students
Grand Rapids, Michigan
USOE JDRP Approval: 1/21/75
JDRP Number: 75-11

(This program has been merged with other district programs.)

project EMERGE: The Shop
Dayton, Ohio
USOE JDRP Approval: 9/22/75
JDRP Number: 75-1

the First Calculating and Reading Quest
Oglala, South Dakota
USOE JDRP Approval: 4/4-5/73
JDRP Number: 27

Hawaii English Program (HEP)
Honolulu, Hawaii
USOE JDRP Approval: 4/29/74
JDRP Number: 74-28

HEP/Project ALOHA (Allowing Learners Optimum Human Attainment)
A Mainland Demonstration of the Hawaii English Program
San Jose, California
USOE JDRP Approval: 4/29/74
JDRP Number: 74-28

Lincoln County Exemplary Project Career Education
Hamlin, West Virginia
USOE JDRP Approval: 12/13/73
JDRP Number: 73-2

Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children
Fargo, North Dakota
USOE JDRP Approval: 2/25/75
JDRP Number: 75-12

project READ
Pittsburgh, Pennsylvania
USOE JDRP Approval: 4/29/74
JDRP Number: 74-30

SDR: Systems Directed Reading
Richardson, Texas
USOE JDRP Approval: 6/6/74
JDRP Number: 74-83

South Douglas County Early Childhood Education Project
Myrtle Creek, Oregon
USOE JDRP Approval: 4/29/75
JDRP Number: 74-113

project Success Environment: A Contingency Management Approach to Classroom Improvement
Atlanta, Georgia
USOE JDRP Approval: 4/4-5/73
JDRP Number: 5

(When second-generation training sites have been developed, information and technical assistance will again be available.)

project Talent Development
Miami, Florida
USOE JDRP Approval: 9/22/75
JDRP Number: 75-70

Topeka Outdoor-Environmental Education Project
Topeka, Kansas
USOE JDRP Approval: 5/6/75
JDRP Number: 75-15

ESEA TITLE I EXEMPLARY PROJECTS

The following list of exemplary projects is provided for the convenience of those who are looking for projects that have been developed with Title I funds. Further information may be found on the catalog pages indicated.

ALABAMA

Baptist Hill Kindergarten p. 5-7
Improvement of Basic Reading Skills p. 9-37
Title I ESEA Preschool p. 5-41

ARIZONA

Catch Up - Keep Up p. 9-13
Flagstaff Remedial Reading Project (Title I) p. 13-4

ARKANSAS

Migrant Student Record Transfer System (MSRTS)* p. 3-9
National Migrant Interstate Project* p. 13-3

CALIFORNIA

California Migrant Teacher Assistant Corps: California Mini-Corps* p. 8-3
project Catch-Up p. 9-12

COLORADO

PAL: Pupils Advancing in Learning p. 13-3
Personalized Instruction: A Classroom Team Approach p. 9-53
PRIOR: PReschool and Improvement Of Reading p. 9-56

CONNECTICUT

IRIT: Intensive Reading Instructional Teams p. 9-41

FLORIDA

Florida Migratory Child Compensatory Program -- Language Arts Tutorial Program* p. 13-3
Title I Remedial Reading Program p. 9-77

GEORGIA

Reading/English Rotation Project p. 9-59
Reading -- Individualized Remedial Laboratories/Math -- Individualized Remediation p. 9-62

HAWAII

Hawaii Basic Skills Remediation Project p. 9-33

ILLINOIS

Child-Parent Centers Activity (CPC) p. 5-10
project Conquest p. 9-19
Early Prevention of School Failure Migrant Program (For Spanish and English-Speaking Children)* p. 3-6

IOWA

PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I p. 5-36
Title I Reading, Grades 2-6 p. 9-76

KANSAS

Team Oriented Corrective Reading (TOCR) p. 9-73

LOUISIANA

Expanded Services in Early Learning, Reading, and Mathematics p. 9-27

MASSACHUSETTS

project Understand: Arlington's Title I Program p. 9-78

MICHIGAN

a Chance for Every Child p. 9-14
Discovery Through Reading p. 9-24
HIT: High Intensity Tutoring p. 9-35
NOMAD: Needs and Objectives for Migrant Advancement and Development* p. 3-10

*Migrant Education Projects.

NEBRASKA

ACE: Administrative Cooperative in Education p. 7-3

NEW HAMPSHIRE

Basic Skills in Reading (BASK) p. 9-11

NEW JERSEY

Criterion Reading Instruction Project (CRIP) p. 9-21

NEW YORK

project CHILD: Comprehensive Help for Individual Learning Differences* p. 3-3
Diagnostic Prescriptive Arithmetic (DPA) p. 9-23
Title I Children's Program: Learning to Read Through the Arts, Division of Curriculum and Instruction, The Board of Education of the City of New York p. 9-75

NORTH CAROLINA

project Reading Improvement p. 9-60

OHIO

Early Childhood Education -- All Day Kindergarten p. 5-19

OREGON

Upstairs School p. 9-79

RHODE ISLAND

Reading Instruction and Pupil Personnel Services (RIPPS) p. 9-63
SEAPORT: Student Education Assuring Positive Organized Reading Techniques p. 9-66

UTAH

Improving Achievement (Reading) Through Use of Teachers and Teacher Aides p. 9-38
Programmed Tutorial Reading p. 9-57
(A second site for this project is also funded as a Developer/Demonstrator in Bloomington, Indiana.)

VIRGINIA

Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP) p. 9-17
CRAM: Compensatory Reading and Mathematics Program p. 9-20

WASHINGTON

HOSTS: Help One Student To Succeed p. 9-36
Individualized Bilingual Instruction (IBI) p. 3-8
Secondary Credit Exchange Program* p. 3-11

WEST VIRGINIA

Reading Improvement Program -- Secondary Schools Reading Laboratory p. 9-61

WISCONSIN

Academic Improvement Through Language Experience p. 9-7

*Migrant Education Projects.

FOLLOW THROUGH RESOURCE CENTERS

The following programs are supported as Follow Through Resource Centers by USOE's Division of Follow Through. All Follow Through Resource Centers have facilities for responding to inquiries and receiving visitors. All have descriptive materials and all offer training at their own site or will negotiate off-site training. Further information may be found on the catalog pages noted.

CALIFORNIA

Oakland Unified School District Follow Through Program: Learning Through Literature p. 5-31
Tulare Follow Through p. 5-43

GEORGIA

"Games Children Play" -- Atlanta Follow Through/Interdependent Learning Model p. 9-29

ILLINOIS

East St. Louis Direct Instruction Follow Through p. 5-21
Waukegan Follow Through Demonstration Resource Center p. 5-45

INDIANA

Indianapolis Follow Through Project p. 5-26

IOWA

Waterloo Follow Through: Individualized Early Learning Program p. 5-44

MICHIGAN

Flint Follow Through Project: Direct Instruction Resource Center p. 9-28

MINNESOTA

BASIC: Basic Adaptable Skills for the Individual Child p. 9-10

MISSISSIPPI

LeFlore County (Mississippi) Follow Through Resource Center p. 9-43

MISSOURI

Kansas City Follow Through Project: Resource Center p. 5-27

MONTANA

Northern Cheyenne Follow Through Project p. 5-30

NEW HAMPSHIRE

project REAL p. 5-38

NEW JERSEY

Trenton Follow Through: Behavior Analysis Approach p. 5-42

NEW YORK

Community School 77 Bronx Behavior Analysis Follow Through Program p. 5-14
the Weeksville School/Bank Street College Follow Through Program p. 5-46

OHIO

Akron Follow Through: Selected Educational Learning Fundamentals (SELF) p. 5-6
Dayton Direct Instruction Follow Through Resource Center p. 9-22

PENNSYLVANIA

Philadelphia Follow Through Behavior Analysis Resource Center (BARC) p. 9-54

TEXAS

Corpus Christi Follow Through Bilingual Project p. 3-5

VIRGINIA

Richmond (Virginia) Follow Through Resource Center p. 5-39

PROJECT INFORMATION PACKAGES

Under the sponsorship of the U.S. Office of Education, Project Information Packages have been prepared for several exemplary projects approved by the Joint Dissemination Review Panel. "PIPs" contain comprehensive information on implementation of these projects and are available for the six projects listed below from Educational Resources Center, Inc., 855 Broadway, Boulder, CO 80302; (303) 492-8154. Contract ERC for a price list.

project Catch-Up p. 9-12

project Conquest p. 9-19

HIT: High Intensity Tutoring p. 9-35

IRIT: Intensive Reading Instructional Teams p. 9-41

Programmed Tutorial Reading p. 9-57

project R-3: Readiness, Relevancy and Reinforcement p. 9-58

Project Information Packages were prepared for these additional projects. Unless indicated otherwise, the sites themselves should be contacted regarding availability of the PIPs.

Aprendemos en Dos Idiomas: Title VII Bilingual Program† p. 13-4

Catch Up - Keep Up p. 9-13

Confluence of Cultures for an Affluent Tomorrow p. 3-4

Discovery Through Reading p. 9-24

Flagstaff Remedial Reading Project (Title I)* p. 13-4

Houston Independent School District Bilingual Programs p. 3-7

Improvement of Basic Reading Skills p. 9-37

project Reading Improvement p. 9-60

SEAPORT: Student Education Assuring Positive Organized Reading Techniques p. 9-66

St. John Valley Bilingual Education Program p. 3-12

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† Program no longer in operation.

* PIP no longer available.

RIGHT TO READ PROGRAMS

In 1974, the Right to Read Office undertook a nationwide search to identify reading programs that demonstrated effectiveness in improving reading. The 13 programs listed below were selected after rigorous screening. A description of each program is found on the page noted.

CALIFORNIA

Alphaphonics: Reading Readiness Training Program p. 9-9
FLIT: Functional Literacy p. 1-4
Learning to Read by Reading p. 9-42
Right to Read: Wilson Junior High School p. 9-64

FLORIDA

Title I Remedial Reading Program p. 9-77

HAWAII

Hawaii English Program (HEP)* p. 13-4

ILLINOIS

Child-Parent Centers Activity (CPC) p. 5-10
Intensive Reading Improvement Program (IRIP) p. 8-7

MASSACHUSETTS

AIRS: Andover's Individualized Reading System p. 9-8

NEW YORK

Title I Children's Program: Learning to Read Through the Arts, Division of Curriculum and Instruction, The Board of Education of the City of New York p. 9-75

OHIO

Early Childhood Education -- All Day Kindergarten p. 5-19

PENNSYLVANIA

project READ* p. 13-5

UTAH

GEMS: Goal-based Educational Management System p. 9-30

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*These projects are no longer in operation as demonstration sites at their originating site.

ADULT EDUCATION
STATE DIRECTORS*

Information on adult education programs and operations is available from state adult education directors.

ALABAMA

Bob W. Walden
Program Director, Adult Education
817 S. Court Street
Montgomery, Alabama 36104
(205) 832-6860

ALASKA

Clark Jones
Program Chief, Adult Education
Alaska Department of Education
Pouch F, Alaska Office Building
Juneau, Alaska 99801
(907) 465-4685

ARIZONA

Sterling Johnson
Director, Adult Education
State Department of Education
1535 W. Jefferson Street
Phoenix, Arizona 85007
(602) 271-5281

ARKANSAS

Luther H. Black
Director, Adult Education Section
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-2263

CALIFORNIA

Donald A. McCune
Director, Division of Adult Education
Field Services
State Department of Education
1025 P Street
Sacramento, California 95814
(916) 322-2175

COLORADO

Elizabeth Wagner
Director, Adult Education
State Department of Education
Denver, Colorado 80203
(303) 839-3291

CONNECTICUT

John E. Ryan
Chief, Bureau of Community and Adult Education
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-3825

DELAWARE

Hazel Showell
State Supervisor, Adult Education
State Department of Public Instruction
P.O. Box 1402
Dover, Delaware 19901
(302) 678-4668

DISTRICT OF COLUMBIA

Mary G. Turner
Assistant Superintendent of Adult and
Continuing Education
Public Schools of the District of Columbia
415 12th Street N.W.
Washington, DC 20004
(202) 724-4210

FLORIDA

John Lawrence
Administrator, Adult and Community Education
State Department of Education
Tallahassee, Florida 32304
(904) 488-8201

GEORGIA

Margaret Walker
Coordinator, Adult Education
State Department of Education
Atlanta, Georgia 30334
(404) 656-2634

HAWAII

James LeVine
Administrator, Adult Education
State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-5713

IDAHO

Harold Goff
Director, Adult and Continuing Education
State Department of Education
Len B. Jordan Building
Boise, Idaho 83720
(208) 384-3529

ILLINOIS

Keith R. Lape
Acting Director, Adult Continuing
Education Section
State Office of Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-6978

INDIANA

Mary G. Williams
Director, Division of Adult Education
State House, Room 229
Indianapolis, Indiana 46204
(317) 633-6469

Carlotta Anderson
Supervisor, Adult Basic Education

IOWA

Kenneth Russell
Chief, Adult Education
State Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319
(515) 281-5251

*List current 7/79

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KANSAS

Willard W. Lee
Director, Adult Education
State Department of Education
120 E. Tenth Street
Topeka, Kansas 66612
(913) 296-3191

KENTUCKY

Ted Cook
Director, Adult Education Unit
Division of Interagency Relations
Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky 40601
(502) 564-3921

LOUISIANA

George Bertrand
Director, Adult Education
State Department of Education
Baton Rouge, Louisiana 70804
(504) 342-3510

MAINE

David S. McCullough
Director, Division of Adult Education
State Department of Educational
and Cultural Services
Augusta, Maine 04330
(207) 289-3367

MARYLAND

Thelma M. Cornish
Coordinator, Adult Continuing Education
State Department of Education
Baltimore-Washington International Airport
P.O. Box 8717
Baltimore, Maryland 21240
(301) 796-8300

MASSACHUSETTS

Gerard Indelicato
Director, Bureau of Adult Education and
Extended Services
State Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
(617) 727-5784

MICHIGAN

Mary L. Reiss
Director, Adult Extended Learning Services
State Department of Education
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-3786

MINNESOTA

Robert O. Gramstad
Coordinator, Adult Education
State Department of Education
679 Capitol Square
St. Paul, Minnesota 55101
(612) 296-4053

MISSISSIPPI

John Williams
Supervisor, Adult Education
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6879

MISSOURI

Elvin Long
Director, Adult Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-3504

MONTANA

William Cunneen
Supervisor, Adult Education
Office of the State Superintendent of
Public Instruction
State Capitol Building
Helena, Montana 59601
(406) 449-3082

NEBRASKA

Leonard R. Hill
Director, Adult Education
State Department of Education
P.O. Box 94987
Lincoln, Nebraska 68509
(402) 471-2016

NEVADA

Jerry O. Nielsen
State Supervisor, Adult Basic Education
State Department of Education
400 W. King Street
Carson City, Nevada 89701
(702) 885-5700

NEW HAMPSHIRE

John E. Sideris
Consultant, Adult Basic Education
State Department of Education
64 N. Main Street
Concord, New Hampshire 03301
(603) 271-2617

NEW JERSEY

Barry Semple
Director, Bureau of Adult, Continuing,
Community Education
State Department of Education
3535 Quaker Bridge Road
Trenton, New Jersey 08619
(609) 292-6471

NEW MEXICO

Thomas Trujillo
Director, Adult Basic Education
State Department of Education
Santa Fe, New Mexico 87501
(505) 827-5155

NEW YORK

Ganett Murphy
Director, Division of Continuing Education
State Education Department
Albany, New York 12234
(518) 474-5808

NORTH CAROLINA

Tom R. Dudley
Director, Adult Services
Department of Community Colleges
Education Building
Raleigh, North Carolina 27611
(919) 733-7057

NORTH DAKOTA

David Haggerty
Acting State Director, Adult Education
Division of Continuing Education
University of North Dakota
Box 8277, University Station
Grand Forks, North Dakota 58201
(701) 777-2661

OHIO

John Ecos
Assistant Director, Division of Federal Assistance
933 High Street
Worthington, Ohio 43085
(614) 466-4770

James W. Miller
Director, Division of Federal Assistance

OKLAHOMA

Johnny P. Howard
Administrator, Adult Education Section
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-3321

OREGON

Clifford C. Norris
Supervisor, Community College Instruction/
Student Services
State Department of Education
942 Lancaster Drive Northeast
Salem, Oregon 97310
(503) 378-3971

PENNSYLVANIA

Ethel K. Matthews
Chief, Division of Adult and Community Education
State Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
(717) 787-5532

RHODE ISLAND

William A. Farrell
Consultant, Adult Basic Education
State Department of Education
Roger Williams Building
Providence, Rhode Island 02908
(401) 277-2691

SOUTH CAROLINA

J. K. East
Director, Office of Adult Education
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3217

SOUTH DAKOTA

Clinton Vieth
Director, Adult Education
Division of Elementary and Secondary
Education
Pierre, South Dakota 57501
(605) 773-3447

TENNESSEE

Luke Easter
Director, Adult and Continuing Education
State Department of Education
111 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-7012

TEXAS

Bob G. Allen
Director, Division of Adult Programs
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701
(512) 475-3891

UTAH

Brent H. Gubler
Coordinator, Adult Education
State Board of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111
(801) 533-5575

VERMONT

Sandra Robinson
Consultant, Adult Education
State Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3131

VIRGINIA

William H. Moore
Supervisor, Adult Education Services
State Department of Education
P.O. Box 6Q
Richmond, Virginia 23216
(804) 786-3180

WASHINGTON

Elmer E. Clausen
Director, Adult Education
Office of State Superintendent for
Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-6748

WEST VIRGINIA

Lowell W. Knight
Supervisor, Adult Basic Education and
Adult Courses
State Department of Education
Building #6, Unit B-230
Charleston, West Virginia 25305
(304) 348-6318

WISCONSIN

Charlotte Martin
Supervisor, Adult Basic Education
Wisconsin Board of Adult, Vocational,
and Technical Education
4802 Sheboygan Avenue
Madison, Wisconsin 53702
(608) 266-7992

WYOMING

Lloyd Kjorness
Coordinator, Adult Education
State Department of Education
Cheyenne, Wyoming 82002
(307) 777-7411

AMERICAN SAMOA

Solofua Amosa
Director, Community College of
American Samoa
Adult Education Division
P.O. Box 2609
Pago Pago, American Samoa 96799
Overseas Operator 633-5477

GUAM

A. Hugh McCorkle
Dean, Division of Careers and Public Services
Guam Community College
P.O. Box 23069
Main Postal Facility, Guam 96921
Overseas Operator 011-671 734-2169 or -2158

NORTHERN MARIANA ISLANDS

Louis Lima
Director, Adult Basic Education
Department of Education
Commonwealth of the Northern Mariana Islands
Saipan, Mariana Islands 96950
Overseas Operator 160-671 Saipan 9319

PUERTO RICO

Apolinario Castro
Assistant Secretary for Extension Education
Department of Education
Hato Rey, Puerto Rico 00919
(809) 766-4011 or 754-1100

TRUST TERRITORY

Felix Rabauliman
Director, Adult Basic Education
Department of Education
Office of the High Commissioner
Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950
Overseas Operator 160-671 Saipan 9311

VIRGIN ISLANDS

Anna C. Lewis
Director, Adult Education Program
Department of Education
P.O. Box 630
St. Thomas, Virgin Islands 00801
(809) 744-5394

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE I MIGRANT STATE COORDINATORS*

Information concerning Migrant programs and operations is available upon request from State Title I Migrant Coordinators. General mailings to all State Migrant Coordinators should also be sent to:

W.N. Kirby
Director, Division of Federal Funding
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701

ALABAMA

Edward A. Spear
Director, ESEA Title Migrant Education Program
State Department of Education
State Office Building
Montgomery, Alabama 36104
(205) 832-3290

ALASKA

Hans Mercer
Acting Coordinator of Federal Programs
326 Alaska Office Building
Juneau, Alaska 99801
(907) 465-2826

ARIZONA

J.O. "Rocky" Maynes, Jr.
Director, Migrant Child Education
State Department of Education
1535 W. Jefferson St.
Phoenix, Arizona 85007
(602) 255-5138

ARKANSAS

Louie Counts
Supervisor, Migrant Education Program
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-1853

CALIFORNIA

Manuel V. Ceja
Assistant Superintendent for Compensatory Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-2590

Fred Wolff
Acting Director, Migrant Education Section
(916) 445-9850

COLORADO

Ernest Maestas
Supervisor, Migrant Education Project
State Department of Education
State Office Building
Denver, Colorado 80203
(303) 839-2092

CONNECTICUT

Reinaldo Matos
Migrant Program Director
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-3826

DELAWARE

Frank Soriano
Supervisor, Education for Migrant Children
State Department of Public Instruction
Dover, Delaware 19901
(302) 678-4667

FLORIDA

Jack Waters
Administrator, Migrant Education Section
State Department of Education
Tallahassee, Florida 32304
(904) 488-5470

GEORGIA

Susie U. Brown
Director, Migrant Education Program
State Department of Education
Atlanta, Georgia 30334
(404) 656-2575

IDAHO

Ardis M. Snyder
Coordinator, Migrant Education
State Department of Education
Len B. Jordan Building
Boise, Idaho 83720
(208) 384-2275

ILLINOIS

A. Larry Jazo
Coordinator, Migrant Program
State Office of Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-6035

INDIANA

Santiago Garcia
Director, Division of Migrant and
  Bilingual-Bicultural Education
State Department of Public Instruction
120 N. Market Street
Indianapolis, Indiana 46204
(317) 927-0140

IOWA

James Bottenfield
Coordinator, Migrant Program
State Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319
(515) 281-5313

KANSAS

Juan Rocha
Migrant Program Specialist
State Department of Education
120 E. Tenth Street
Topeka, Kansas 66612
(913) 296-3161

KENTUCKY

L.D. Knight
Unit Director, Division of Compensatory Education
State Department of Education
Frankfort, Kentucky 40601
(502) 564-3301

---

*List current 7/79.

LOUISIANA

Ronnie Glover
Coordinator, Migrant Education
State Department of Education
Baton Rouge, Louisiana 70804
(504) 342-3517

MAINE

Donald K. Christie
Consultant, ESEA Title I
State Department of Educational and Cultural Services
Augusta, Maine 04330
(207) 289-3541

MARYLAND

Francis Gates
Specialist, ESEA Title I Migrant
State Department of Education
Baltimore-Washington International Airport
P.O. Box 8717
Baltimore, Maryland 21240
(301) 798-8300

MASSACHUSETTS

Daniel A. McAllister
Director, Migrant Program
Joyce Junior High School
Locust Street
Woburn, Massachusetts 01801
(617) 933-8186

MICHIGAN

Jesse Soriano
Coordinator, Migrant Education Programs
State Department of Education
P.O. Box 420
Lansing, Michigan 48902
(517) 373-0160

MINNESOTA

Peter Moreno
Coordinator, Migrant Program
State Department of Education
Capitol Square
St. Paul, Minnesota 55101
(612) 296-0326

MISSISSIPPI

Frank Drummonds
Supervisor of Special Projects
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6944

MISSOURI

Otis Baker
Coordinator, ESEA
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-3520

MONTANA

Jay R. McCallum
Manager, ESEA Title I
Office of the Superintendent of Public Instruction
State Capitol Building
Helena, Montana 59601
(406) 449-2410

NEBRASKA

Rosendo R. Rivera
Migrant Director
State Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2481

NEVADA

Richard Gunkel
State Director for Title I and Migrant Education
State Department of Education
400 W. King Street
Carson City, Nevada 89701
(702) 885-5700

NEW HAMPSHIRE

Keith Hanscom
Consultant, ESEA Title I
State Department of Education
64 N. Main Street
Concord, New Hampshire 03301
(603) 271-2717

NEW JERSEY

Joseph Moore
Director, ESEA Title I Migrant
State Department of Education
225 W. State Street
Trenton, New Jersey 08625
(609) 292-8360

NEW MEXICO

S. J. Rael
Director, ESEA Title I Migrant Program
State Department of Education
Santa Fe, New Mexico 87501
(505) 827-5267

NEW YORK

Richard A. Bove
Chief, Bureau of Migrant Education
State Education Department
Albany, New York 12234
(518) 474-6109

NORTH CAROLINA

Robert Youngblood
Director, Migrant Education Program
State Department of Public Instruction
Raleigh, North Carolina 27611
(919) 733-3972

NORTH DAKOTA

Curtis Stahl
Coordinator, Migrant Program
State Department of Public Instruction
Bismarck, North Dakota 58501
(701) 224-2284

OHIO

John Ecos
Chief, Special Programs Section
Division of Federal Assistance
State Department of Education
933 High Street
Worthington, Ohio 43085
(614) 466-8905

OKLAHOMA

Keith Stone
Administrative Officer, Migrant Programs
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-2846

OREGON

Jose Garcia
Supervisor, Migrant Education
State Department of Education
942 Lancaster Drive Northeast
Salem, Oregon 97310
(503) 378-3061

PENNSYLVANIA

Joseph E. Dunn
Migrant Education Coordinator
State Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
(717) 787-7135

RHODE ISLAND

Phil Zarlengo
Coordinator, Compensatory Education
State Department of Education
Roger Williams Building
Providence, Rhode Island 02908
(401) 277-2681

SOUTH CAROLINA

Benjamin Hollis
State Migrant Supervisor
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3471

SOUTH DAKOTA

Lyndon M. Loken
Coordinator, ESEA Title I
Division of Elementary and Secondary Education
Pierre, South Dakota 57501
(605) 773-3218

TENNESSEE

Jo Leta Reynolds
Director, Compensatory Education
State Department of Education
111 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-3665

TEXAS

Frank Contreras
Director, Division of Compensatory and Migrant Programs
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701
(512) 475-6523

UTAH

Jerry Ortega
State ESEA Title I Migrant Director
State Board of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111
(801) 533-5061

VERMONT

Doris Demick
Consultant, Title I Migrant Program
State Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3124

VIRGINIA

Charles L. Conyers
Supervisor, Migrant Education
State Department of Education
P.O. Box 6Q
Richmond, Virginia 23216
(804) 786-3177

WASHINGTON

Alicia Martinez
Acting Supervisor of Migrant Education
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-3220

WEST VIRGINIA

Edward J. Moran
Coordinator, Migrant Education Program
State Department of Education
Building #6, Room 252
Charleston, West Virginia 25305
(304) 348-2702

WISCONSIN

Frank M. Brown
Administrator, ESEA Title I
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-2699

WYOMING

Lyle S. McIrvin
Coordinator, Program Services for the
Institutionalized Disadvantaged and Migrant
State Department of Education
Cheyenne, Wyoming 82002
(307) 777-7416

PUERTO RICO

Antonia Velazquez Perez
Director, Office for the Coordination of
Educational Services to Migrants
Department of Education
Hato Rey, Puerto Rico 00919
(809) 754-1050

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE I STATE COORDINATORS*

Information concerning Title I legislation and operations is available upon request from State Title I Coordinators listed.

ALABAMA

Edward A. Spear
Coordinator, ESEA Title I
State Department of Education
State Office Building
Montgomery, Alabama 36104
(205) 832-3290

ALASKA

Ruth Harris
Coordinator, ESEA Title I
State Department of Education
Pouch F, Alaska Office Building
Juneau, Alaska 99811
(907) 465-2826

ARIZONA

Donald R. Kearns
Education Program Director, ESEA Title I
State Department of Education
1535 W. Jefferson Street
Phoenix, Arizona 85007
(602) 255-5235

ARKANSAS

B. G. Williams
Associate Director for Federal Programs
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-1287

C. E. Morris
Coordinator, ESEA Title I
(501) 371-1186

CALIFORNIA

Manuel V. Ceja
Assistant Superintendent for Compensatory Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-2590

COLORADO

Robert F. Cheuvront
Supervisor, ESEA Title I
State Department of Education
State Office Building
Denver, Colorado 80203
(303) 839-3382

CONNECTICUT

Patrick Proctor
Coordinator, ESEA Title I
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-3826

DELAWARE

William Corkle
State Supervisor, ESEA Title I
State Department of Public Instruction
Dover, Delaware 19901
(302) 678-4667

DISTRICT OF COLUMBIA

S. Frances Watts
Chief of Compensatory Education
Public Schools of the District of Columbia
415 12th Street N.W.
Washington, DC 20004
(202) 724-4261

FLORIDA

Halley B. Lewis, Jr.
Administrator, Compensatory Education
State Department of Education
Tallahassee, Florida 32304
(904) 488-3575

Robert G. Brewer
Coordinator, Compensatory Education

GEORGIA

Billy Tidwell
Director, ESEA Title I
State Department of Education
Atlanta, Georgia 30334
(404) 656-2436

HAWAII

Moss Ikeda
Administrator, Compensatory Education Section
State Department of Education
1270 Queen Emma Street
Honolulu, Hawaii 96813
(808) 548-4534

IDAHO

Donald J. Carpenter
Chief, Bureau of Compensatory Education
State Department of Education
Len B. Jordan Building
Boise, Idaho 83720
(208) 384-2195

ILLINOIS

Robert H. Hardy, Jr.
Manager, Compensatory Education
State Office of Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-5534

INDIANA

William B. Strange
Director, Division of Compensatory Education
State Department of Public Instruction
State House, Room 229
Indianapolis, Indiana 46204
(317) 927-0318

---

*List current 6/79.

IOWA

Oliver T. Himley
Chief of ESEA Title I
State Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319
(515) 281-5313

KANSAS

Kenneth Gentry
Director, ESEA Title I
State Department of Education
120 E. Tenth Street
Topeka, Kansas 66612
(913) 296-3161

KENTUCKY

Don Hart
Director, Division of Compensatory Education
State Department of Education
Frankfort, Kentucky 40601
(502) 564-3301

LOUISIANA

Marion J. Cortez
Director, ESEA Title I
State Department of Education
Baton Rouge, Louisiana 70804
(504) 342-3344

MAINE

Donald K. Christie
Coordinator, ESEA Title I
State Department of Educational and Cultural Services
Augusta, Maine 04330
(207) 289-3541

MARYLAND

George Lisby
Chief, Title I Branch
State Department of Education
Baltimore-Washington International Airport
P.O. Box 8717
Baltimore, Maryland 21240
(301) 796-8300

MASSACHUSETTS

Jack Baptista
Director, ESEA Title I
State Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
(617) 727-5745

MICHIGAN

Eugene T. Paslov
Director, Compensatory Education Services
State Department of Education
P.O. Box 420
Lansing, Michigan 48902
(517) 373-0048

Kenneth Swanson
Coordinator, ESEA Title I
(517) 373-3851

MINNESOTA

Jack Hanson
Coordinator, ESEA Title I
State Department of Education
Capitol Square
St. Paul, Minnesota 55101
(612) 296-2181

MISSISSIPPI

A. J. Comfort, Jr.
Coordinator, ESEA Title I
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6944

MISSOURI

A. E. Beach
Director, ESEA Title I
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-2643

P. J. Newell, Jr.
Assistant Commissioner
Division of Instruction

Otis Baker
Coordinator, ESEA Title I
(314) 751-3520

MONTANA

Jay McCallum
Manager, ESEA Title I
Office of the State Superintendent
of Public Instruction
State Capitol Building
Helena, Montana 59601
(406) 449-2410

NEBRASKA

Elizabeth Alfred
Program Director, ESEA Title I
State Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2481

NEVADA

James P. Costa
Federal Liaison and Coordination
State Department of Education
400 W. King Street
Carson City, Nevada 89710
(702) 885-5700

Amy D. Heintz
Director, Federal Supplementary Programs

Richard M. Gunkel
Coordinator, ESEA Title I

NEW HAMPSHIRE

Richard Hodges
Coordinator, ESEA Title I
State Department of Education
64 N. Main Street
Concord, New Hampshire 03301
(603) 271-2717

NEW JERSEY

Joseph Moore
Coordinator, ESEA Title I
State Department of Education
225 W. State Street
Trenton, New Jersey 08625
(609) 292-8360

NEW MEXICO

Gilbert Martinez
Director, ESEA Title I
State Department of Education
Santa Fe, New Mexico 87503
(505) 827-5267

NEW YORK

John L. House
Director, Division of Federal Education
  Opportunity Programs
State Education Department
Albany, New York 12234
(518) 474-1144

NORTH CAROLINA

Robert Marley
Director, Division of Compensatory Education
State Department of Public Instruction
Raleigh, North Carolina 27611
(919) 733-7665

Don Casper
Director, Federal Programs
(919) 733-3637

NORTH DAKOTA

Warren Borchert
Coordinator, ESEA Title I
State Department of Public Instruction
Bismarck, North Dakota 58501
(701) 224-2282

OHIO

Arlie E. Cox
Coordinator, ESEA Title I
State Department of Education
933 High Street
Worthington, Ohio 43085
(614) 466-4161, -4164, -8904, or -8907

John Ecos
Chief, Special Programs Section

James Miller
Director, Division of Federal Assistance

OKLAHOMA

Ray Willingham
Administrator, Compensatory Education
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-2846

OREGON

Fred Buehling
Coordinator, ESEA Title I
State Department of Education
942 Lancaster Drive Northeast
Salem, Oregon 97310
(503) 378-3606

PENNSYLVANIA

William M. Dallam
Chief of Compensatory Programs
Bureau of Special and Compensatory Education
State Department of Education
123 Forester Street
Harrisburg, Pennsylvania 17126
(717) 787-7135, -7136, or -7137

John Hyams
Senior Program Officer

RHODE ISLAND

Phil Zarlengo
Coordinator, Compensatory Education
State Department of Education
235 Promenade Street
Providence, Rhode Island 02908
(401) 277-2681

SOUTH CAROLINA

Garlin Hicks
Coordinator, ESEA Title I
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3471

SOUTH DAKOTA

Dennis Gibbs
Acting Coordinator, ESEA Title I
Division of Elementary and Secondary Education
Pierre, South Dakota 57501
(605) 773-3218 or -3219

TENNESSEE

Jo Leta Reynolds
Director, Compensatory Education
State Department of Education
111 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-3665

TEXAS

William Kirby
Director, Division of Federal Funding
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701
(512) 475-4126

UTAH

Kent Worthington
Director, ESEA Title I
State Board of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111
(801) 533-5061

VERMONT

Gerard A. Asselin
Director, Division of Federal Assistance
State Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3124

Ray Kingsbury
Grant Management Coordinator, Compensatory Education

VIRGINIA

Robert W. Sparks
Director, ESEA Title I
State Department of Education
Box 6Q
Richmond, Virginia 23216
(804) 786-3177, -3178, or -3179

WASHINGTON

Mona Bailey
Assistant Superintendent, Division of Special Programs
and Equal Educational Opportunity
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-2695

Raul de la Rosa
Acting Title I Program Supervisor
(206) 753-2562

WEST VIRGINIA

David Purdy
Director of Compensatory Education
State Department of Education
Building #6, Room 252
Charleston, West Virginia 25305
(304) 348-2702 or -3368

WISCONSIN

Frank N. Brown
Administrator, ESEA Title I
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-2699

WYOMING

George T. Bohl
Coordinator, Program Services for
the Educationally Disadvantaged
State Department of Education
Cheyenne, Wyoming 82002
(307) 777-7416

Melvin H. Gillispie
Coordinator of Federal Programs

AMERICAN SAMOA

Sailautusi (Tusi) Avegalio, Jr.
Federal Grants Manager
Department of Education
Pago Pago, American Samoa 96799
Overseas Operator 633-5237

GUAM

Lillian Lujan
Administrator, Federal Programs
Department of Education
P.O. Box DE
Agana, Guam 96910
Overseas Operator 011-671 472-8901

NORTHERN MARIANA ISLANDS

John Flores
Assistant Director of Education
Department of Education
Commonwealth of the Northern Mariana Islands 96950
Overseas Operator 160-671 Saipan 9311

PUERTO RICO

Nydia Loyola de Gonzalez
State Title I Coordinator
Department of Education
Hato Rey, Puerto Rico 00919
(809) 754-1420 or -1425

TRUST TERRITORY OF PACIFIC ISLANDS

Harold W. Crouch
Fiscal/Federal Programs Coordinator
Department of Education
Office of the High Commissioner
Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950
Overseas Operator 160-671 Saipan 9870

Birch Robison
Title I Coordinator

VIRGIN ISLANDS

Austin Donovan
Title I Coordinator
Department of Education
P.O. Box 630
St. Thomas, Virgin Islands 00801
(809) 774-0100 or -8235

BUREAU OF INDIAN AFFAIRS

Jon C. Wade
Chief, Division of Educational Assistance
Bureau of Indian Affairs
P.O. Box 1788
Albuquerque, New Mexico 87103
(505) 766-2427

Betty Walker
Title I Chief
(505) 766-2652

UNITED STATES CATHOLIC CONFERENCE

Richard E. Duffy
Representative for Federal
Assistance Programs
Division of Elementary and
Secondary Education
1312 Massachusetts Avenue N.W.
Washington, DC 20005
(202) 659-6656

COUNCIL FOR AMERICAN PRIVATE EDUCATION

Robert L. Lamborn
Executive Director
Council for American Private Education
1625 Eye Street N.W., Suite 1010
Washington, DC 20006
(202) 659-3236

NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

Owen F. Peagler
Chairman, National Advisory Council
on the Education of Disadvantaged Children
425 13th Street N.W., Suite 1012
Washington, DC 20004
(202) 724-0114

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE IV STATE COORDINATORS*

Information concerning Title IV legislation and operations, the National Diffusion Network, and IVD validated programs is available upon request from Title IV Coordinators.

ALABAMA

Clark D. Williams
Coordinator, ESEA Title IV
State Department of Education
State Office Building
Montgomery, Alabama 36104
(205) 832-3290

ALASKA

Ron Bedard
Educational Administrator, ESEA Title IV
State Department of Education
Pouch F, Alaska Office Building
Juneau, Alaska 99801
(907) 465-2825

ARIZONA

Bill Hunter
ESEA Title IV Coordinator
State Department of Education
1535 W. Jefferson Avenue
Phoenix, Arizona 85007
(602) 271-5415

ARKANSAS

Fay Bohannon
Coordinator, ESEA Title IV
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-1245

CALIFORNIA

Ramiro Reyes
Office of Planning and Federal Administration,
Title IV
State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-7492

COLORADO

Betty Hinkle
Executive Director, Special Projects Unit
State Department of Education
Denver, Colorado 80203
(303) 839-2234

CONNECTICUT

Richard Lappert
Coordinator, ESEA Title IV
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-4989

DELAWARE

Atwood F. Badman
State Supervisor, Administration and Management
of Federal Programs
State Department of Public Instruction
Dover, Delaware 19901
(302) 678-4667

DISTRICT OF COLUMBIA

Grace Davis
ESEA Title IV Coordinator
Public Schools of the District of Columbia
415 12th Street N.W.
Washington, DC 20004
(202) 724-4235

FLORIDA

Rodney Smith
ESEA Title IV Coordinator
State Department of Education
Tallahassee, Florida 32304
(904) 488-4695

GEORGIA

Paul Goethe
Assistant Director, Division of Financial Services
State Department of Education
Atlanta, Georgia 30334
(404) 656-2402

HAWAII

William A. Waters
Deputy Superintendent, ESEA Title IV Coordinator
State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-4320

IDAHO

George H. Hunt
Supervisor, Special Projects
Division of Federal Programs
State Department of Education
Boise, Idaho 83720
(208) 384-2186

ILLINOIS

James Mendenhall
Director, Title IV
State Office of Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-5698

INDIANA

Ray Slaby
Associate Superintendent for Federal Affairs
State Department of Public Instruction
State House, Room 227
Indianapolis, Indiana 46204
(317) 633-6610

IOWA

James E. Mitchell
Deputy State Superintendent
State Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319
(515) 281-3436

* List current 7/79.

KANSAS

Warren Bell
Director, State and Federal Programs Administration
State Department of Education
120 E. Tenth Street
Topeka, Kansas 66612
(913) 296-2306

KENTUCKY

Georgia Cole
Assistant Director, Division of Title IV
State Department of Education
Frankfort, Kentucky 40601
(502) 546-6720

LOUISIANA

Daniel K. Lewis
Director, ESEA Title IV
State Department of Education
Baton Rouge, Louisiana 70804
(504) 389-2501

MAINE

Robert E. Brown
Director, Division of Federal Programs
State Department of Educational and
Cultural Services
Augusta, Maine 04330
(207) 289-2475

MARYLAND

Joseph L. Shilling
Deputy State Superintendent of Schools
State Department of Education
Baltimore-Washington International Airport
P.O. Box 8717
Baltimore, Maryland 21240
(301) 796-8300

Percy V. Williams
Assistant State Superintendent, Division of
Compensatory, Urban, and Supplementary Programs

Katie Wright
ESEA Title IV Coordinator

MASSACHUSETTS

Max Bogart
Associate Commissioner, Division of Curriculum and
Instruction
State Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
(617) 727-5759

MICHIGAN

James Phelps
Associate Superintendent for
Elementary and Secondary Education
State Department of Education
P.O. Box 420
Lansing, Michigan 48902
(517) 373-1823

MINNESOTA

Gregory Waddick
Assistant Commissioner, Division of Planning and
Development
State Department of Education
726 Capitol Square
St. Paul, Minnesota 55101
(612) 296-5061

MISSISSIPPI

Jack Gunn
Assistant Director for Instruction
State Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6960

MISSOURI

Otis Baker
Coordinator, ESEA
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-3520

Jim Winter
Director, School and Community Service Group
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

MONTANA

William Elliott
Supervisor, ESEA Title IV
Office of the State Superintendent
of Public Instruction
State Capitol Building
Helena, Montana 59601
(406) 449-2059

NEBRASKA

Jack H. Baillie
Administrator of Special Services
State Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2481

Dean Lusienski
Nebraska Agent for Nonpublic
Schools in Federal Programs, Inc.
10052 Corby Street
Omaha, Nebraska 68134
(402) 392-1940

NEVADA

James P. Costa
Deputy Superintendent of Public
Instruction
State Department of Education
400 W. King Street
Carson City, Nevada 89701
(702) 885-5700

NEW HAMPSHIRE

John N[illegible]
Coordinator, Title IV
State Department of Education
64 N. Main Street
Concord, New Hampshire 03301
(603) 271-3481

NEW JERSEY

Joseph Picogna
State Director, ESEA Title IV
State Department of Education
225 W. State Street
Trenton, New Jersey 08625
(609) 292-4447 or -4498

NEW MEXICO

Susan Brown
Coordinator, ESEA Title IV
State Department of Education
Santa Fe, New Mexico 87501
(505) 827-5441

NEW YORK

Claudio R. Prieto
Coordinator, ESEA Title IV
State Education Department
Albany, New York 12234
(518) 474-8716

NORTH CAROLINA

Weaver B. Rogers, Jr.
Program Coordinator, ESEA Title IV
State Department of Public Instruction
Raleigh, North Carolina 27611
(919) 733-3614

NORTH DAKOTA

Elmer Huber
Director, Resources and Services
State Department of Public Instruction
Bismarck, North Dakota 58501
(701) 224-2283

OHIO

Roger Lulow
Executive Director, Administration
State Department of Education
65 S. Front Street
Columbus, Ohio 43215
(614) 466-3472

Raymond A. Horn
Director, Compensatory and Habilitative Education
State Department of Education
933 High Street
Worthington, Ohio 43085
(614) 466-4161

OKLAHOMA

Leroy Ireton
Administrator, Resources, Innovation and
Support Programs
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-2956

Taylor C. Anthony
Director of Financial Services
University of Oklahoma
Office of Research Administration
1000 Asp Avenue,
Norman, Oklahoma 73019
(405) 325-4757

OREGON

George Katagiri
Coordinator, ESEA Title IV
State Department of Education
942 Lancaster Drive Northeast
Salem, Oregon 97310
(503) 378-3566

PENNSYLVANIA

John Christopher
Director, Bureau of Instructional
Support Services
State Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
(717) 787-7616

RHODE ISLAND

Richard S. Harrington
Coordinator, Title IV
State Department of Education
Roger Williams Building
Providence, Rhode Island 02908
(401) 277-2617

SOUTH CAROLINA

John L. Seurynck
Director, Office of Federal Programs
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-7782

SOUTH DAKOTA

Grace Ashmore
Assistant Superintendent, Financial Services
Division of Elementary and
Secondary Education
Pierre, South Dakota 57501
(605) 224-3426

TENNESSEE

Chester Hill
Coordinator, ESEA Title IV
State Department of Education
132A Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-1896 or -1951

TEXAS

Andrew T. Nutt
ESEA Title IV Coordinator
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701
(512) 475-2581

UTAH

Kenneth P. Lindsay
Coordinator, ESEA Title IV
State Board of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111
(801) 533-5891

VERMONT

Mary Ann Brennan
ESEA Title IV Coordinator
State Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3124

VIRGINIA

Robert V. Turner
Special Assistant for Federal
Programs and Relations
State Department of Education
P.O. Box 6Q
Richmond, Virginia 23216
(804) 786-3170

WASHINGTON

Richard Boyd
Office of State Superintendent
for Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-3220

WEST VIRGINIA

Gene A. Maguran, Sr.
Administrative Assistant, Bureau of Services and
Federal Assistance
State Department of Education
Charleston, West Virginia 25305
(304) 348-3085

WISCONSIN

Arnold M. Chandler
Director, Bureau of Instructional Specialists
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-2630

WYOMING

Melvin H. Gillispie
Director, Program Services Unit
State Department of Education
Cheyenne, Wyoming 82002
(307) 777-7411

AMERICAN SAMOA

Sili M. Atuatasi
Federal Programs Coordinator
Department of Education
Pago Pago, American Samoa 96920
Overseas Operator 633-5673

GUAM

Leroy Hirst
ESEA Title IV Coordinator
Department of Education
Agana, Guam 96910

PUERTO RICO

Iris Vazquez de Brunet
Assistant Secretary for Planning
and Educational Development
Department of Education
Hato Rey, Puerto Rico 00919
(809) 763-5425

TRUST TERRITORY

Vacant

VIRGIN ISLANDS

Mavis H. Brady
Director, ESEA Title IV
Department of Education
P.O. Box 630
St. Thomas, Virgin Islands 00801
(809) 774-5886

BUREAU OF INDIAN AFFAIRS

John C. Wade
Chief, Division of Educational Assistance
Bureau of Indian Affairs
P.O. Box 1788
Albuquerque, New Mexico 87103
(505) 766-2427

CHIEF STATE SCHOOL OFFICERS

John Adams
Council of Chief State School Officers
1201 16th Street N.W.
Washington, DC 20036
(202) 833-7850

REGIONAL OFFICES OF EDUCATION

Each Regional Office of Education has facilities for informing the region it serves about the wide variety of federal programs sponsored by the Education Division. The individuals listed below can provide information on the National Diffusion Network as well as other educational programs.

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Nicholas Hondrogen
Director, Division of Educational Dissemination
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts 02203
(617) 223-6814

REGION II: New Jersey, New York, Puerto Rico, Virgin Islands

Harold Smith
Director, Division of Educational Dissemination
Federal Building
26 Federal Plaza
New York, New York 10007
(212) 264-5814

REGION III: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

W. Roberts Richmond
Director, Division of Educational Dissemination
3535 Market Street
Philadelphia, Pennsylvania 19101
(215) 596-1037

REGION IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

John Lovegrove
Director, Division of Educational Dissemination
101 Marietta Tower
Atlanta, Georgia 30323
(404) 221-5984

REGION V: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

John Sasuta
Director, Division of Educational Dissemination
300 South Wacker Drive
Chicago, Illinois 60606
(312) 353-6679

REGION VI: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Harold A. Haswell
Director, Division of Educational Dissemination
1200 Main Tower
Dallas, Texas 75202
(214) 757-3715

REGION VII: Iowa, Kansas, Missouri, Nebraska

James B. Tumy
Director, Division of Educational Dissemination
601 East 12th Street
Kansas City, Missouri 64106
(816) 374-2135

REGION VIII: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Edward Larsh
Director, Division of Educational Dissemination
19th and Stout Streets
Denver, Colorado 80294
(303) 837-4295

REGION IX: Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of Pacific Islands

Warren R. Tappin
Assistant Commissioner, Division of Educational Dissemination
Federal Office Building
50 United Nations Plaza
San Francisco, California 94102
(415) 556-4570

REGION X: Alaska, Idaho, Oregon, Washington

Robert A. Radford
Director, Division of Educational Dissemination
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101
(206) 442-0450

TEACHER CORPS NETWORKS
EXECUTIVE SECRETARIES*

Twelve Teacher Corps geographic and three special purpose networks provide technical assistance to Teacher Corps projects.

CALIFORNIA

John Williams
Executive Secretary
California Teacher Corps Network
San Diego State University Foundation
5850 Hardy Avenue, Room 8821
San Diego, California 92182
(714) 582-5014

ALASKA, ARIZONA, HAWAII, IDAHO, NEVADA, OREGON, WASHINGTON, GUAM, AMERICAN SAMOA

Paul Walker
Executive Secretary
Far West Teacher Corps Network
Western Washington University
Bellingham, Washington 98225
(206) 676-2968 or -2969

DELAWARE, DISTRICT OF COLUMBIA, MARYLAND, NEW JERSEY, PENNSYLVANIA, PUERTO RICO, VIRGIN ISLANDS

Martin Ryder
Executive Secretary
Mid-Atlantic Teacher Corps Network
272 Ritter Hall
Temple University
Philadelphia, Pennsylvania 19122
(215) 787-6179

KENTUCKY, NORTH CAROLINA, TENNESSEE, VIRGINIA, WEST VIRGINIA

Bruce Walker
Executive Secretary
Midsouth Teacher Corps Network
Memphis State University
College of Education Annex Building, Room 125
Memphis, Tennessee 38152
(901) 454-2894 or -2895

MICHIGAN, MINNESOTA, OHIO, WISCONSIN

John Brown
Executive Secretary
Midwest Teacher Corps Network
University of Minnesota
201 Pattee Hall
150 Pillsbury Drive Southeast
Minneapolis, Minnesota 55455
(612) 376-8214

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, RHODE ISLAND, VERMONT

Sara Massey
Executive Secretary
New England Teacher Corps Network
P.O. Box 1065
Portsmouth, New Hampshire 03801
(603) 431-1422

NEW YORK

Paul Collins
Executive Secretary
New York Teacher Corps Network
Fordham University
School of Education at Lincoln Center
New York, New York 10023
(212) 841-5286

---

*List current 8/79

ILLINOIS, INDIANA, IOWA, KANSAS, MISSOURI, NEBRASKA

Robert A. Mortensen
Executive Secretary
Plains Teacher Corps Network
ANNEX 12B
University of Nebraska at Omaha
60th and Dodge Streets
Omaha, Nebraska 68182
(402) 554-2352

COLORADO, MONTANA, NORTH DAKOTA, SOUTH DAKOTA, UTAH, WYOMING

John Clagett
Executive Secretary
Rocky Mountain Teacher Corps Network
Loretto Heights College
3001 Federal Boulevard
Denver, Colorado 80236
(303) 936-3451 or -8441

ALABAMA, FLORIDA, GEORGIA, MISSISSIPPI, SOUTH CAROLINA

Burnett Joiner
Executive Secretary
Southeast Teacher Corps Network
Atlanta University
P.O. Box 321
Atlanta, Georgia 30314
(404) 688-7607

ARKANSAS, LOUISIANA, NEW MEXICO, OKLAHOMA

Lee Morris
Executive Secretary
Southwest Teacher Corps Network
University of Oklahoma
555 Constitution Avenue, Room 201
Norman, Oklahoma 73069
(405) 325-6925

TEXAS

Ruben Olivarez
Executive Secretary
Texas Teacher Corps Network
University of Texas at Austin
Department of Curriculum and Instruction
Education Building 334
Austin, Texas 78712
(512) 471-1701

CONSORTIUM OF SOUTHERN COLLEGES FOR TEACHER EDUCATION

Alcorn A & M College, Lorman, MS; Clark College, Atlanta, GA; Florida A & M University, Tallahassee, FL; Florida Memorial College, Miami, FL; Morris Brown College, Atlanta, GA; North Carolina Central University, Durham, NC; Pembroke State University, Pembroke, NC; Shaw University, Raleigh, NC; South Carolina State College, Orangeburg, SC; Tennessee State University, Nashville, TN; Tuskegee Institute, Tuskegee, AL; University of District of Columbia, Washington, DC; Xavier University, New Orleans, LA

William Parker
Executive Secretary
Consortium of Southern Colleges for Teacher Education
Box 2754
Prairie View A & M University
Prairie View, Texas 77445
(713) 857-2615

YOUTH ADVOCACY LOOP

Arizona State University, Tempe, AZ; Atlanta University, Atlanta, GA; Indiana University, Indianapolis, IN; University of Maine/Orono, Orono, ME; Oakland University, Rochester, MI; North Texas State University, Denton, TX; University of Vermont, Burlington, VT; University of Oregon, Eugene, OR; University of South Alabama, Mobile, AL; West Virginia University, Morgantown, WV

Vivienne Williams
Executive Secretary
Youth Advocacy Projects Loop
P.O. Box 217
Peninsula, Ohio 44264
(216) 657-2987

RESEARCH CLUSTER

Staff presently is preparing publications on experiences of Cycle XII projects (1977-79) involved in adapting research findings to school improvement programs.

Gregory Sather
Executive Secretary

Lee Morris
Coordinator

Research Cluster
University of Oklahoma
555 Constitution Avenue, Room 201
Norman, Oklahoma 73069
(405) 325-3536 or -3537

NETWORK COORDINATOR

Haroldie Spriggs
Network Coordinator
Teacher Corps
Office of Education
400 Maryland Avenue SW
Washington, DC 20202
(202) 245-8320

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MISSOURI

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